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ABSTRACT

The 3-year Opelika City (Alabama) School-Community Career Education Project sought to make career education central and not just an adjunct to the education program in Opelika schools. Development of the project was carried out through four phases: (1) Staff training and development, (2) curriculum development and revisions, (3) guidance, and (4) community coordination. A product-process evaluation strategy was used to assess the progress of the project during the 1975-76 school year. Evaluation showed that the project contributed to the development of a dynamic school system with a high degree of involvement in the curriculum development process by teachers and the community at large. Data reported from scores on the Coopersmith Self-Esteem Inventory, the California Achievements Tests, the Career Maturity Inventory (CMI), and CMI subtests showed that Opelika students scored significantly higher than national norm groups. Changes were also found in teachers' attitudes and skills as they fused career education concepts with regular school curriculum, in teachers' attitudes toward individualized instruction, and in the high degree of community support. Appendixes and attachments contain forms and materials used in the project and include junior and senior high school summer activities, guidelines for career education workshops, request forms, evaluation design for the project, career education questionnaire, and a list of instructional materials. (TA)

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FINAL REPCRT

PROJECT NO. V361162
GRANT NO. OEG-0-73-5284

A SCHOOL-COMMUNITY CAREER EDUCATION PROJECT

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinion stated do not, therefore, necessarily represent official Office of Education position or policy.

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John W. Jackson
Opelika City Schools
Post Office Box 2469
Opelika, Alabama 36801

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I. SUMMARY OF THE REPORT

Time Period

The project time period was from June 1, 1973 through July 31, 1976.

Project Goals and Objectives

The basic goal of the project was to establish a viable career education program that would tie school program more directly to the community and the agencies and institutions they serve. Out of these associations will result a program that will make it possible for every individual to have information and experiences that will permit him to prepare for and work at an occupation that is both self-fulfilling for him and through which he can make a useful contribution to society.

Specifically, program objectives were:

1. To establish a climate conducive to developing and operating a viable school-community career education program in grades one through adulthood in the schools and in the community.
2. To design, plan and implement programs to develop in each student favorable attitudes about the personal, social and economic significance of work.
3. To design, plan and implement programs to assist sutdents in developing and practicing appropriate decision-making skills.
4. To design, plan and implement programs in grades one through six to insure the career awareness of students in terms of the broad range of options open to them in the world of work.
5. To design, plan and implement programs in grades seven and eight to provide students with career education orientation and meaningful exploratory experiences.
6. To design, plan and implement programs in grades nine through twelve to provide students with career orientation and meaningful exploratory experiences.
7. To provide programs in grades nine through fourteen designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experiences and cooperative educational opportunities.
8. To provide programs designed to insure placement of all exiting students in either a job, a post-secondary occupational program, or a baccalaureate program.

Procedures

The development of the project was carried out through four phases: (1) staff training and development, (2) curriculum development and curriculum revisions, (3) guidance, and (4) community coordination.

Staff Training and Development

1. Six weeks work session for temporary resource personnel during the first summer of the project.
2. Curriculum career education work sessions during each summer for selected teachers.
3. New teacher orientation at the beginning of each school year.
4. Regular resource staff meetings.
5. Regular and ongoing work by resource staff with classroom teachers.
6. After hours work sessions for selected teachers.

Curriculum Development and Revisions

1. Initial "stop-gap" implementation of career activities during the first year utilizing community resource personnel and community field trips.
2. Implementation of an instructional management system that provided for instructional programs to be written and/or revised to include career objectives, activities, or emphases.
3. Revision of high school curriculum to make career/vocational opportunities available for more students.

Guidance

1. Establishment of guidance activities for initial program activities.
2. Developing procedures for identifying guidance relationships for each course and/or subject.
3. Field testing of a Career Information System under the sponsorship of the Appalachia Educational Laboratory.
4. Development of skeletal outlines for guidance programs.
5. Identifying existing guidance functions taking place in the junior high program.

Community Coordination

1. Identification of and securing community resource personnel.
2. Organization of a Community Career Education Committee.
3. Identification of sites for field trips.
4. Establishment of Community Contact and Placement Office in the high school.

Accomplishments

Staff Development and Training

1. Staff and teacher understanding of career education rationale.
2. Staff and teacher understanding and use of career concepts and objectives.
3. Staff and teacher understanding of available career education materials and community resources.
4. Acquisition of knowledge and skills for fusing career concepts and objectives into the curriculum.
5. Acquisition of knowledge and skills for relating program or course objectives to career concepts.
6. Acquisition of knowledge and skills in implementing career concepts and objectives in the instructional program.

Curriculum Development and Revision

1. Complete revision of the elementary social studies and science programs to include career concepts and guidance orientations.
2. Complete revision of elementary language arts syllabi and correlation guides to include career concepts and guidance orientations.
3. Development of community resource and field trip lists by subject and grade level in the elementary grades.
4. Compilation of materials, activities and resources available in subject areas and by career clusters at the junior and senior high level.
5. Development of written course outlines (or syllabi) in all subject areas at the secondary level with career emphases in each.
6. Revision of the secondary curriculum to provide for greater access to career/vocational courses by all students at the high school level.

Guidance

1. Established procedures for coding course objectives at all levels to show guidance relationships.
2. Development of an elementary guidance program through the adaptation of the Science Research Associates' Focus on Self-Development program.
3. Development of skeletal outline for total guidance emphasis at the junior high level.
4. Development and use of Alabama State Employment Office's Job Data Bank.
5. Establishment of procedures for Alabama State Employment counselors to work with graduating seniors entering the world of work upon graduation.
6. Placement of approximately 95% of graduating seniors in jobs and/or post secondary education programs.

Community Coordination

1. Organization of a Community Career Education Committee.
2. Identification of sites and placement of students in exploratory job settings in the community.
3. Established closer working relationship with the local state technical college.
4. Established working relationship with East Alabama Personnel Association which represents the major industries in the local area.
5. Identification and use of approximately 400 community resource personnel during the project time period.
6. Identification and use of approximately 100 field trips during the project time period.

Evaluation

A product-process evaluation was adopted by the third-party evaluators for assessing the progress of the project.

The process evaluation was classified in two components: the management component and the instructional component. The evaluators indicated that the introduction of the instructional audit to the program added an important ingredient to staff development. It has provided the opportunity to revise courses as needed changes became evident. Then, through summer workshops and after-hours work sessions, teachers and resource teachers work in committees on identified curriculum problems. It is through this effort that professional growth occurs as teachers grapple with real curriculum problems.

In general, the curriculum and instructional development process has been one in which:

1. Career education objectives and activities have been fused into the schools' instructional program.
2. There is a high degree of teacher involvement; yet curriculum development leadership is provided by central office personnel, principals, and resource teachers.
3. Teachers were expected to define educational objectives and plan learning activities for the courses they teach.
4. Career education concepts are reflected in statements of course objectives.
5. An auditing process serves to identify where the instructional plans are not meeting children's needs and thus serves as a basis for curriculum revisions.

The product evaluation of the project indicated an overall accomplishment of the project objectives as measured by the third-party evaluators. The scores of the Coopersmith Self-Esteem Inventory administered at the sixth and ninth grades showed the means of the Opelika students significantly higher than the Alabama norms on two scales. The data indicated that the objective was partially achieved.

The data from the scores on the California Achievement Tests support the proportion that the Opelika project has had a positive impact in the area of academic skills. Reading scores at the third and eighth grade levels were significantly higher than for the year prior to the project. Mathematics scores at the third, sixth, and eighth grades were significantly higher for a similar comparison period.

Objectives relating to the Career Maturity Inventory scores generally were achieved according to the scores. Although the mean scores for Opelika students at the minth and twelfth grades on the Attitude scale were below national norm, it should be noted that there was a 5.25 difference for the Opelika students, whereas the national norm group difference was 2.94. This could be interpreted to mean that although Opelika students start at a lower level they learn far more over their high school years than did the norm group students.

Scores by Opelika students at the twelfth grade level on the CMI subtest Knowing About Jobs were higher than the norm group, while the ninth grade scores were significantly higher at the .01 level. Opelika students at the ninth and twelfth grade levels scored significantly higher on the CMI subtests, Looking Ahead and What Should They Do?.

The scores by seniors on a locally developed criterion referenced test relating to means available for continued education ranged from 93% on one item to 100% correct on two items.

Conclusions

The evaluators of the Opelika City Career Education Project have become convinced during the past three years that good things are happening in the Opelika City Schools. The evaluators feel that the Career Education Project has contributed to the development of a dynamic school system with a high degree of involvement in the curriculum development process by teachers and the community at large. Yet the product evaluation section of this report, while focused on the stated objectives of the project, does not reflect important changes that appear to be occurring in the Opelika City Schools. More specifically, this evaluation report does not adequately describe:

(1) the changes that appear to have occurred in teachers' attitudes and skills as they have struggled to fuse career education concepts with the regular school curriculum;

(2) the changes in teachers' attitudes toward the centrality of the idea of gearing instruction to the individual needs of children;

(3) the high degree of community support that is given the school system, in general, and the Career Education Project in particular.

These changes became increasingly evident as the evaluators gathered data for the process evaluation over the three-year period. The sheer volume of curriculum materials developed by teachers is impressive. It seemed to the evaluators that they were encountering an unusual degree of enthusiasm among teachers in the system. The degree of support by teachers for the audit plan was a surprise to the evaluators. Teachers appeared to be using the audit as a means for affecting a more thorough individualization of instruction. Any overall evaluation of the Opelika project should take into account the above changes in addition to a very creditable performance on the stated product objectives.

The Opelika City School-Community Career Education Project demonstrated the need for evaluators to look for good or bad impacts of a program, even though those impacts may not be incorporated in the objectives of the program.

II. PROBLEM

Although for years the dream, goal and commitment of America has been to provide equal educational opportunities for all its citizens, this dream has yet to become a reality. With a few encouraging exceptions, the curricula of our public schools generally continue to be heavily oriented toward college preparation, a kind of schooling that leaves seventy to eighty percent of the students with little realistic preparation for life's work. Compounding the problem is the attitude permeating most of the society, including its educational institutions, sometimes subtle, sometimes overt, that the worth of individuals and the work they do is directly related to the amount of college preparation required. Sociological studies continually indicate a great difference in prestige between occupations in the professions and those utilizing manual skills. The prestige factor is applied in the same fashion by individuals from all "levels" of the society.

Increasing technological advances, which result in an increase in both the number of unfilled jobs and the number of unemployables, further dramatizes the problem. Causing more concern is the frightening suspicion that much of the unrest in the ghettoes the last few years has its roots in the problems of employment.

The problem, then, is how to erase the old stigma attached to many honest, dignified, and essential occupations, change the attitude of our society, and revamp the curriculum in our schools so that all citizens have equal opportunities for an education relevant to them and the society.

Although the dropout rate in the junior class in Opelika has shown a steady decrease, a rate of 31.68 percent at the writing of the project proposal as compared to 55 percent in 1957, the former figure was still indicative of the problem. More than 16 percent of the families in Opelika work at jobs providing income below the poverty level. When moving up to 125 percent of poverty level, the percentage increases to 21.2 percent, or 1,018 families. These families probably represent 1,500 individual adults who need training, or retraining, for an occupation that will move the family out of the poverty income range.

In the original survey 63 percent of the high school seniors indicated their intention to attend a four-year college or university. However, if IQ scores have any validity, as predictors of success in college, this goal was unrealistic for ten to fifteen percent of those students. This seems to substantiate the need for more effective guidance, occupational awareness and exploratory programs.

As indicated by the foregoing, the solution will require a cooperative and unified undertaking by the total community: business, industry, the professions, all educational and training institutions, and all service and manpower agencies.

III. PROJECT GOALS AND OBJECTIVES

Project Goals

The basic goal of the project was to establish and operate a viable school-community career education project which will make it possible for each individual to prepare for and work at an occupation that is both self-fulfilling for him and through wihch he makes a useful contribution to society. The project also proposed to move closer to the American dream by tying school programs directly to the community and the agencies and institutions they serve. Out of these associations between school and community school programs will be reworked to assure their relevancy to the community of work and of citizenship, and to the individual needs they serve.

The ultimate goal of the project, then, is to make career education the educational program in the schools and not an adjunct to it.

Project Objectives

The specific project objectives are:

1. To establish a climate conducive to developing and operating a viable school-community career education program in grades one through adulthood in the schools and in the community.
2. To design, plan and implement programs to develop in each student favorable attitudes about the personal, social and economic significance of work.
3. To design, plan and implement programs to assist students in developing and practicing appropriate decision-making skills.
4. To design, plan and implement programs in grades one through six to insure career awareness of students in terms of the broad range of options open to them in the world of work.
5. To design, plan and implement programs in grades seven and eight to provide students with career orientation and meaningful exploratory experiences.
6. To design, plan and implement programs in grades nine through twelve to provide students with career orientation and meaningful exploratory experiences.
7. To provide programs in grades nine through fourteen designed to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experiences and cooperative educational opportunities.
8. To provide programs designed to insure placement of all exiting students in either a job, a post-secondary occupational program, or a baccalaureate program.

IV. PROJECT DESIGN AND PROCEDURES

School System

The Opelika City School System consists of seven schools and approximately 4290 students. Table I illustrates the distribution of schools and personnel within the system during the first month of the1973-74 school year:

Table I

Schools	Grades	Enrollment	No. of Teachers	No. of Counselors	No. of Paraprofessionals
Carver Primary	1-3	602	22	--	14
Jeter Primary	1-3	447	18	--	10
Brown Intermediate	4-6	305	11	--	6
Martin Intermediate	4-6	504	18	--	11
Pepperell Intermediate	4-6	347	11	--	11
Opelika Junior High	7-8	800	38	1	4
Opelika High	9-12	1285	67	2	5
Totals	1-12	4290	185	3	61

Student Population

The student population of the system numbers approximately 4290, of which some 40 percent are of minority race. There are approximately twelve to fourteen hundred students who qualify as economically deprived. However, when the Title I criteria for determining the educationally disadvantaged is applied, over 50 percent of the students fall into this classification.

The project has involved one hundred percent of the students in the system from grades one through twelve.

Project Staff

The project has involved all teachers in the school system in grades one through twelve. Eight full-time staff members were employed during the first year of the project: one project coordinator, two elementary resource teachers, one junior high resource teachers, two high school resource teachers, and two project secretaries. During the second and third years of the project, only one resource teacher was utilized at the high school level.

The assistant superintendent for curriculum and instruction served as the project director. Each of the project resource teachers were designated as instructional resource teachers in an effort to assure that career education would become on integral part of the curriculum and instructional programs rather than an adjunct to it. This designation allowed project resource personnel to work closely with principals and classroom teachers in assisting them to find entry points in their program for career concepts and activities. It also provided the opportunity for the resource personnel the opportunity to identify objectives and/or emphases in the existing curriculum that were "unrecognized" career education efforts.

Project Design

The original proposal was designed to establish a career education program that would become the educational program in the system and not an adjunct to it. In order to accomplish this purpose an instructional process must exist, or be established, into which the career education program can be meshed. Career education in this project has been worked into the Opelika City Schools instructional process as a means of accomplishing this goal. This process not only provides a vehicle for including career education, but also provides for the ongoing revision and improvement of the initial work. (See Appendices 1 and 2.)

The instructional process, designated The Opelika City Schools' Self-Renewing Process, provides an operational plan which provides directions and boundaries in the total school program in which goals and objectives are set, learning opportunities and activities are planned, conducted, evaluated and reworked in keeping with the evaluation.

The overall instructional process provides the overall framework in which the instructional programs in the school system are developed, evaluated, and revised, as well as the staff development being carried out. It is within this framework that the career education project has been developed within the school system. Through the process the program has the flexibility of being improved, updated, and carried on within the total program.

The project was designed to include six major components with all elements being tied together and coordinated through the system instructional process. The total sequence of the program was developed into three major components: (1) The elementary program for grades one through six,

(2) the junior high program for grades seven and eight, and (3) the senior high and adult program for grades nine through fourteen and for adults. The remaining components -- (4) curriculum, (5) guidance, and (6) community coordination and placement--ran throughout the total program.

Although there were six major components developed in the project, these can be consolidated for reporting purposes into four basic phases: (1) staff training and development, (2) curriculum development and revision, (3) guidance, and (4) community coordination.

Procedures

The development of the project was carried out through the four basic phases noted in the project design. Although each phase is shown as a separate part, none can be taken as a unit separate and apart from the others.

Staff Training and Development

This phase of the project began with the employment of six temporary resource personnel to work for six weeks in searching pertinent literature, projects and programs to find objectives, activities, emphases, or careers that could be included in the career education program in the appropriate subject areas and/or the appropriate grade level.

The elementary personnel studied the social studies program that is used by the system, Concepts and Values, since it is tied so closely with the elementary career concepts. From this study they began organizing identifiable careers and activities that related to social studies and other subject areas.

The junior high personnel identified some broad goals for the junior high program and then identified methods which could be used to implement these into the program. From this some typical careers which might be appropriate to the various subject areas were identified by job cluster areas. Activities which might be used to relate the careers or career concepts were then identified along with a suggested list of guidance activities that might be appropriate for that subject area. Then a file was compiled of available resources and materials, such as films, filmstrips, tapes and books, that could be obtained in the school and other agencies such as the Auburn University Learning Resources Center, Alabama Power Company, and South Central Bell Telephone Company. (See Appendix 3 for an example of one subject area.)

The senior high personnel organized a collection of sample jobs and activities for each job cluster area. From these jobs and activities, the primary target group - age, grade and/or course - was identified. The purpose and awareness aspect of the activity was suggested as well as materials and resources needed to carry out the activity. In addition, an appendix of resources and materials available in the school and other agencies was compiled. This information was keyed by the job cluster areas and by the agency from which the material or information might be secured. (See Appendix 4 for sample copy for one cluster area.)

Following the temporary resource teachers' work sessions, a three week curriculum/career education workshop was held for selected elementary and secondary teachers. A total of thirty-seven teachers were involved in this workshop, with the materials compiled in the work sessions made available to them. At the beginning of the workshop, the participants were charged with four basic tasks:

1. Identify or develop a course syllabus,
2. Build into each syllabus at least three career objectives, topics, or emphases for each quarter,
3. Preparation correlation guides, and
4. As time permitted, to prepare test items and student assignments.

Since course syllabi and correlation guides existed for most elementary programs, the fifteen participants chose to work at revising these and to key into them the career education activities and emphases identified in the earlier work sessions. A "career chart" was organized by the teachers and the careers were keyed into the appropriate subject areas as well as the appropriate cluster areas and grade levels to avoid duplications within the program. The teachers also keyed into the social studies program guidance units from the Science Research Associates Focus on Self-Development. Each elementary teaching team from grades one through six had available guidance emphases appropriate to their group of students. At the same time the teachers developed a format for using and securing community resource personnel and taking field trips.

The twenty-two secondary teachers in the workshop began working in their appropriate subject areas developing their course syllabi with the appropriate career activities to be included. These teachers used all the materials and information that had been developed in the earlier work sessions.

Prior to the opening of school, a one week orientation and work session for all teachers new to the Opelika System was held. Although this session was not specifically designed for career education, the correlation of activities in the total program provided opportunities to give these teachers a career education orientation.

After school began, all resource teachers worked with their teachers individually, by teams, and/or by departments in developing a further awareness of career education. In order to complement this work, weekly resource staff meetings were held. These meetings included all the resource staff in the system as well as the assistant superintendent, the coordinator of career education, and the supervisor of elementary education. From these sessions the resource staff was able to work more closely with the teachers in all schools in becoming more aware of and integrating career concepts into their programs.

During the second semester of the school year, teachers were provided the opportunity to participate in after hours work sessions to further develop their programs to include the appropriate career emphasis within each. These sessions were coordinated at the different levels by the appropriate resource personnel. In these sessions a framework was developed which would provide teachers the opportunity to check their progress in the program development aspect. (See Appendix 5.)

Curriculum Development and Revision

The basic procedures for the curriculum development and/or revisions were through summer workshops and/or after hours work sessions during the project period.

The initial workshop in the summer of 1973 was designed to provide a nucleus of personnel with an awareness of career education in order that each of them could take a lead in their schools to assist the other faculty members in gaining a knowledge and use of career concepts. The activities for the 1973 workshop is shown in Appendix 6.

Although the procedures for the first year of project operation might be characterized as "stop-gap" implementation, the work by the full time project staff with principals and teachers provided the opportunity to begin to fuse career concepts into the regular program. During the first year of the project, teachers were afforded the opportunity to work on their courses or programs through after hours work sessions. Initial feedback was utilized in program developed to include career concepts and objectives. A progress chart was provided to all teachers to allow them to note that was being made on the program development. (See Appendix 5.)

The procedures utilized for the subsequent years of project operation utilized feedback that was gained from instructional audits to make program and/or course improvements at all levels of the school system. Guidelines for the 1974 summer workshop session is shown in Appendix 7.

Continuous curriculum studies, carried on regular curriculum meetings, provided a process by which the secondary curriculum was revised to allow for access to the career/vocational areas by more students.

Guidance

Since no full time elementary guidance personnel are available in the system, a procedure was established to identify a guidance structure for the elementary program. Utilizing the Focus on Self-Development program, published by Science Research Associates, the elementary teachers keyed units of this program into the appropriate elementary correlation guides. The units are shown in Appendix 8.

At the junior high level the summer resource staff identified typical guidance activities that could be used by teachers in their classes during the first year. During the last two years of the project, a skeletal guidance outline was identified by the junior high staff to identify what guidance-type experiences existed in all program areas.

Efforts were made at the high school level to identify a skeletal guidance outline. A guidance folder for each student was introduced during the second year of the project. The folder utilized the existing vocational survey forms provided by the Alabama State Department of Education. The utilization of this folder by students through their high school years would thus provide an opportunity to identify and chart his career interests and progresses while moving through the high school program.

The high school guidance department served as a field test site for a Career Information System that was sponsored by the Appalachia Educational Laboratory. Counselors used this system to work with classes on units of career study, usually for a period to two weeks.

Community Coordination

The initial procedures for community coordination were contacts for community resource personnel and field trips as identified in the summer workshops. As the project continued, these initial contacts were expanded to include other appropriate personnel and field trip sites. Full time project personnel worked with teachers and served as liaison personnel to coordinate these activities. This procedure thus relieved individual teachers from the responsibility of taking valuable teaching and work time to setup these activities for their students. Forms and materials used for these activities are shown in Appendix 9.

A Community Career Education Committee was organized to assist the schools in making community contacts and coordinating community activities. The major emphasis for this committee served also to provide community feedback to the program for needed changes and improvements to assist in making it a better program.

Procedures were established to set up a closer working relationship with the local State technical college, located across the street from the high school. These procedures enabled high school students to attend the college in those vocational areas that were not offered in the high school.

The Community Contact and Placement office was organized in the high school guidance department and maintained a constant contact with the Alabama State Employment Office as well as businesses and industries in the local area. Procedures were established with the Employment Office in which employment counselors come into the high school and administer the General Aptitude Test Battery to all seniors who plan to enter the world of work upon graduation. These personnel then work with the students in interpreting the scores and set up files for those who wish to seek jobs through the Employment Office.

A continuous contact is maintained with all personnel directors in local industries in order to place students in appropriate jobs upon graduation.

V. RESULTS AND ACCOMPLISHMENTS

Staff Development and Training

As the result of three years of project operation, all personnel in the school system have become involved in the career education project. During the summers a total of 167 teachers have been involved in workshop activities. The results of these workshops and ongoing staff development have resulted in a general understanding of the career education rationale by members of the staff and teachers in the system.

The development of the Self-Renewing Process has resulted in teachers in the system gaining the knowledge and skills for fusing career concepts and objectives into the instructional programs of the system. The resulting implementation of the career concepts and objectives in the instructional program is evidenced by the courses and instructional programs that have been written during the project period.

During each year of the project teachers new to the Opelika system were oriented to the career education project through the "new teacher workshop". This workshop involved all teachers new to the system working with principals and resource staff personnel for a one-week period to receive an orientation to all programs in operation in the school system.

The utilization of the instructional audit has resulted in more teachers becoming actively involved in the career education/curriculum development process. As the result of teachers examining their programs for their effectiveness, they gained a greater knowledge and understanding for relating program or course objectives to the career concepts. A greater in-depth utilization of career concepts and objectives in the instructional program occurred because teachers were periodically examining the successes and/or failures of program aspects.

All teachers have also gained a greater knowledge and understanding of students who are not succeeding in the programs as the result of the audit process. The results have been that teachers have begun to look at each individual student with whom they work rather than at a classroom of students.

The organizational structure that has been implemented through the career education project has resulted in a closer working relationship between teachers and principals and staff. This has been in evidence particularly since the audits occur with teachers, principals, resource teachers, and, whenever possible, central office staff.

The extensive use of community resource personnel and field trips has resulted in the teachers gaining a better understanding of the community and its available resources.

Curriculum Development and Revision

A positive result of the Opelika project has been an extensive curriculum development and revision at all levels of the program. Accomplishments in this area in the elementary program have been:

1. A complete revision of the social studies and science syllabi and correlation guides for grades one through six.
2. The inclusion of career objectives and concepts in all subject areas.
3. The inclusion of community resource personnel and field trips in all subject areas at all grade levels.
4. The addition of history, geography, and map and globe skills to the social studies program.
5. The development of a complete physical education program for grades one through six.
6. Revision of the language arts syllabi and correlation guides for grades one through six.

Accomplishments at the junior high level have occurred in all facets of the instructional program. Among these accomplishments were:

1. Revision of the phased-elective language arts program.
2. A complete revision of the mathematics program.
3. Revision of the science program to include the development of career mini-units.
   a. A teacher's handbook for science was developed for use by each junior high science teacher.
4. A detailed social studies syllabus was developed.
   a. The social studies program was revised to meet the needs of more students.
5. A complete physical education program was written.
   a. The program included traditional activities, anatomy and exercise, first aid, circulatory and respiratory systems, personal hygiene, and family life.
6. A complete mathematics program for the educable mentally retarded was written.
7. A complete band syllabus for junior high students was written.
8. Industrial arts curriculum units were developed.
9. A business education exploratory syllabus was developed.

Curriculum development work at the high school level included a revision in the course offerings to make them available to more students as well as the development of course outlines and syllabi. The development of course outlines and syllabi included:

1. The development of course outlines in new courses in the metric system and career mathematics.
2. The writing of course syllabi for mathematics and social studies for the educable mentally retarded.
3. The revision of the English/Language Arts syllabi as well as the development of syllabi for new courses.

4. The development of written course outlines for Ornamental Horticulture to include a single semester exploratory course.
5. The development of written syllabi for various science courses to include physiology.
6. The development of written syllabi in home economics to include bachelor apartment living and family living.
7. The development of written syllabi for physical education.

A major focus of the career education project was to make career/vocational courses available to more students in the high school program. This was accomplished as the result of revising many of the career/vocational courses from a three period block to two period blocks and, in some instances, the introduction of one semester, one period exploratory courses. The chart below shows the increase in enrollment in these areas from the 1973-74 school year through the 1975-76 school year.

	73-74	74-75	75-76
Horticulture	25	60	197
Home Economics	160	420	429
Trade and Industrial Education	205	233	255
Distributive Education	46	42	34
Business and Office Education	89	261	223
Health Occupations	44	50	50
Totals	569	1066	1188

Opelika State Technical College 8

The home economics program includes commercial sewing and child care. Trade and Industrial Education includes building construction and auto mechanics.

The work in the first year of the project in establishing a closer working relationship with the Opelika State Technical College resulted in the 1974-75 school year provisions being made for high school students to enroll in the college. Students received their subject matter education at the high school for one-half their school day and then attended the college for one-half day for their vocational courses. During the 1974-75 school year students were enrolled in cosmetology and data processing. This program was expanded in 1975-76 to include refrigeration air conditioning and radio-television.

Guidance

A general accomplishment from grades one through twelve has been the establishment of procedures for the coding of course objectives to show their guidance relationship. As the courses were developed, during the project, most had objectives keyed in the guidance areas.

An elementary guidance program was developed through the adaptation of the Science Research Associates' Focus on Self-Development program. Units were keyed into the appropriate subject areas and at the appropriate grade levels for utilization at those grade levels. Additional guidance activities were introduced through the Guidance Associates' D.U.S.O. kits.

The junior high school staff developed an initial guidance focus during the first summer workshop. However, a skeletal outline for guidance activities was developed during the project work. These guidance related experiences were identified by the subject areas which included these activities within their program. At the end of the project period, no means had been identified to provide a delivery service for those activities not included in the subject areas.

The high school Community Contact and Placement office established a procedure for counselors for the Alabama State Employment office to administer the General Aptitude Test Battery to all graduating seniors entering the world of work. These counselors then assisted the students in interpreting their scores and set up counselor files for those students who utilize the S.E.O. for job placement.

The Community Contact and Placement office utilized the Alabama State Employment office's Job Data Bank in identifying job openings in the community as well as identifying employment trends in the area.

The high school counselors worked with approximately 400 students in two week career studies utilizing the Career Information System, which was being field tested for the Appalachia Education Laboratory.

By the end of the project's third year of operation approximately 95% of the graduating seniors were placed in either a baccalaureate program, technical, business or junior colleges, or on jobs. The results of these placements will not be measurable until sufficient time has elapsed to conduct adequate follow-up activities on these students.

Community Coordination

A major accomplishment in this area was the organization and functioning of a Community Career Education Committee. Representation on this committee was broadly based from community businesses and industries. Results from the work and coordination of this committee included increased job opportunities in the community for graduating seniors as well as feedback to provide for program revisions in several subject areas.

A further result of the work in the community was a closer working relationship with the East Alabama Personnel Association. This association represented the major industries in the local area and provided extensive job contacts for the high school.

The closer working relationship with the Opelika State Technical College represented a major accomplishment in the public school/technical college efforts in the State of Alabama.

A major community accomplishment was the identification of approximately 400 community resource personnel and the use of approximately 900 different people over the three-year project period. During the period over 100 field trips were taken by students in grades one through twelve.

VI. EVALUATION

The basic goal of the Opelika City School-Community Career Education Project was to make career education central and not just an adjunct to the education program in Opelika schools. A combination of school and community resources was deemed essential to the achievement of this goal.

A product-process evaluation strategy was adopted by the evaluators for assessing the progress of the Opelika City Career Education Project during the 1975-76 school year. This evaluation report reflects this evaluation strategy. The topics discussed were:

A. Background

   1. Context--characteristics of the Opelika community, its schools and pupils.

   2. Input--personnel and instructional resources made available for the project.

   3. Objectives--the hoped-for outcomes of the project.

B. Process--through which management and instructional leaders worked toward the attainment of the desired project outcomes.

C. Product--the actual outcomes of the project.

D. Conclusions.

Background

Context

A career education program should be tailored to meet the needs of the students in the region served by the program. Certain characteristics of Opelika and its schools therefore become relevant in evaluating the Opelika City School-Community Career Education Project. The following characteristics of the Opelika community are pertinent.

(1) The City of Opelika is adjacent to Auburn where Auburn University is located. Personnel and other resources of a university may become assets in a career education program.

(2) Opelika is a progressive city with a history of aggressive community leadership and consistent support of its schools. The cooperation of business, professional, and civic leaders as well as the willingness of community members to serve as resource persons can contribute substantially to the success of a career education program.

(3) Some of the major industries in Opelika are textiles, automobile tires, magnetic tape, plastics, athletic equipment, foundries, mining and quarrying, electronic equipment, cement products and metal fabricating. Other industries involved in secondary manufacturing include a bottling plant, bakeries, milk processors, wood products, meat processing, and numerous specialized industries. These industries are a potential source of support in developing a career education program.

(4) Prior to the 1973-74 academic year, more than 16 percent of the families in Opelika worked at jobs providing income below the poverty level with an additional 5 percent receiving not more than 125 percent of poverty-level income. The percentage of wage earners in these categories has increased during the past recession years in which the rate of unemployment has increased from 1.8 percent to about 7.5 percent. It is estimated that 1,500 individual adults need training or retraining for an occupation that will move the family out of the poverty income range.

(5) A branch of the Alabama State Employment Office is located in Opelika and is staffed by personnel who cooperate constructively with public school personnel.

Opelika City Schools. Opelika has two primary schools (Grades 1 through 3), three intermediate schools (Grades 4 through 6), one junior high school (Grades 7 and 8), and one senior high school (Grades 9 through 12). The total enrollment in the school system is more than 4,300. The present high school enrollment is 1,400.

Opelika and its school system committed themselves to the basic principle of career education more than six years ago, when a program was begun to make Opelika High School a truly comprehensive high school, that is, one where both college preparatory and vocational curricula are available. Thirteen different vocational courses became available to students when the new high school building was occupied in September of 1972. During the past year, 1,196 of the 1,400 high school students were enrolled in some vocational type course.

Further cooperative arrangements have been developed during the past year between the Opelika City Schools and the Opelika State Vocational Technical College. Opelika City high school students are enrolled at the Opelika State Vocational Technical College in courses in cosmetology, data processing, and refrigeration/air conditioning.

Extensive remodeling of school buildings has taken place in the Opelika City School System during the last few years. Buildings have been converted to accommodate instructional programs that are becoming increasingly individualized as rapidly as innovative programs can be developed or purchased and as quickly as teachers can be trained to use them. Some instructional programs such as reading and mathematics have a "continuous progress" approach which allows each student to progress through the program as rapidly or as slowly as his ability permits. Modified team teaching, open-space techniques, and teacher aides are being utilized to make more effective and efficient use of both teacher and student time and materials and equipment.

A number of studies conducted by educational leaders in Opelika indicated the need for the School-Community Career Education Project. Factors that indicate a need for an increased emphasis on Career Education include: (1) an improving but still unsatisfactory school drop-out rate, (2) evidence of unrealistic educational planning by some students, and (3) the large number of low-income families in the Opelika area.

Input

The input for the Opelika project consists largely of personnel costs including that of a project coordinator, four project resource teachers, and two project secretaries. This portion of the personnel direct federal costs is budgeted at $79,420. In addition, state/local share of financing the project includes 50% time for the project coordinator, 30% time for a supervisor, 15% time for each of eight principals, and 30% time for the system's resource teachers--for a total budgeted state/local personnel cost of $43,500.

An extensive in-service training program constitutes a second major input cost. Costs for this in-service program included: (1) after-hours work sessions from 3:30 p.m. to 5:30 p.m. for teachers, counselors, assistant principals, and principals (100 participants at $45 each); (2) six-week summer workshops (40 participants at $600 each); (3) seven summer clerks for eight weeks at $85 a week. The total budgeted federal cost for these three items is $33,260.

Budgeted costs for supplies and materials, duplication and reproduction, statistical, testing and third-party evaluation costs and equipment total $14,617 (federal) and $4,000 (state/local). Employee benefits are budgeted at $13,768 (federal) and $5,614 (state/local).

The total budget for the third twelve months of the project (including all items detailed above plus indirect costs, communication, and reproduction of annual inventory reports) adds up to $147,031 (federal) and $53,264 (state/local).

Three considerations need to be kept in mind in making any cost/benefit study of the project. First, all students in grades one through twelve and all teachers in the system are involved in the project. Second, the project constitutes a major curriculum revision effort in which a career education program is fused with the existing school curricula. Third, the project is a logical extension of previous curriculum revision efforts to individualize and personalize instruction and to make education relevant to the problems children face and will continue to face in life outside of the school. Thus, the project is designed to change the school curriculum as it existed at the beginning of the project. Consequently, project objectives, processes, and accomplishments will extend beyond the three-year funding period because the project has become fused into the system's school curricula.

Objectives

The selection of specific objectives for the Opelika City School-Community Career Education Project for 1975-76 was generated from the Handbook for the Evaluation of Career Education Programs, (draft), produced by the USOE, August 15, 1974. These guidelines suggested career education objectives, measuring instruments, and evaluation procedures.

The objectives for the project and an evaluation design were developed in meetings involving the project cooordinator, Dr. H. Bruce Wright, Opelika City Schools, and the evaluators, Dr. M. Ray Loree and Dr. James E. McLean of the University of Alabama. Following is a list of the objectives selected and the grade levels sampled. Attachment "A" contains a more detailed "Evaluation Design".

Objective	Grade Levels
1. Students will demonstrate increased self-awareness.	3, 6, 8, 9
2. Students will demonstrate increased competency in basic academic/vocational skills.	Students in Grades 3, 6, and 9 in spring 1973 and spring 1976
3. Students will demonstrate increased awareness of work values and possess a desire to engage in paid and/or unpaid work.	8, 9, 12
4. Students will demonstrate increased awareness of the knowledge about work.	3, 6, 8, 9 and 12
5. Students will demonstrate increased competency in career education decision-making skills.	8, 9 and 12
6. Students will demonstrate good work habits.	3
7. Students will demonstrate work-seeking and work-getting skills.	8, 9
8. Students who are leaving the formal education systems will be successful in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education.	High School

Objective	Grade Levels
9. Students will be aware of means available for continued education once they have left the formal education system.	High School

Process

Process Evaluation involves the documentation of the procedures followed to achieve product objectives. These procedures may be classified for the Opelika City School-Community Career Education Project into two components: the management component and the instructional component.

The Management Component

The management role in the development of the Career Education program will be discussed under four headings:

1. Organization
2. Staff Development
3. Community Support
4. Curriculum and Instruction.

1. Organization

a. The Career Education staff is as follows:

Project Director - Mr. John W. Jackson, Assistant Superintendent

Project Coordinator - Dr. H. Bruce Wright

Elementary Resource Teachers - Mrs. Mary Lou Stone

Mrs. Betty Hepburn

Junior High Resource Teacher - Dr. Sara Buttram

High School Resource Teacher - Mr. Jerry Padgett

b. The Community Career Education Committee functions to provide community support to the Career Education program. Members of the committee are:

David Canon - Canon Motor Company

Wade Taylor - Alabama State Employment Office

Mrs. Willie Lockhart - Extension Service - Home Agent

V. R. Dobson - WestPoint-Pepperell

Allen Tapley - Lee County Hospital

Dick Teague - Extension Service

Bill Lett - Uniroyal

Glen Brown - Opelika State Technical College

c. Faculty Career Education Committee

The Faculty Career Education Committee with members representing the three major components of the school system--elementary, junior, and senior high schools--functions to assess the development of the Career Education program. This feedback is utilized in planning the ongoing Career Education program. This committee also functions as a general system-wide coordinating committee.

d. Student Career Education Committee

The Student Career Education Committee was organized at the high school and serves as a sounding board in assessing the effectiveness of the Career Education program.

2. Staff Development

Staff development occurs for teachers in the Opelika City Schools as they participate in a continuous curriculum development program. Specific objectives and specific evaluation procedures are designed for each course by the teacher of the course. All teachers participate in regular instructional audits. Audit teams are composed of the teacher or teachers who have completed the unit plus a resource teacher, the principal, and whenever possible, central office personnel. The audit focuses upon ways of helping children who have learning difficulties. Its purpose is not to judge a teacher's competency. It is probably because of this constructive focus for the audit that teachers are beginning to form positive attitudes toward the audit process. One teacher interviewed by the evaluators felt that the initial fear of the audit by teachers disappeared when they found that workable ideas on how to help a child emerged during the audit session. One item included in a "Survey of Practices Contributing to a Positive Professional Climate" conducted by central office staff was: "Instructional audits help me do a better job in analyzing student progress and program effectiveness." Out of 92 elementary teachers, 79 (86%) responded "Yes" and 13 "No" to this item. Out of 84 secondary teachers 61 (73%) responded "Yes" and 23 responded "No". Responses to the survey were anonymous.

The auditing process thus is an important ingredient of Staff Development within Opelika City Schools. Course revision occurs as needed changes become evident through the auditing process. Within the context of summer workshops and after-hour work sessions, teachers and resource teachers work in committees on identified curriculum problems. In this way, professional growth occurs as teachers grapple with real curriculum problems. During the 1975-76 school year, the following staff development programs occurred.

a. Summer Workshops - A total of thirty-four (34) elementary teachers participated in work sessions varying from two to four weeks in length. Accomplishments of these sessions included:

1. Revisions of social studies syllabi and correlation guides.

2. Addition of history, geography, and map and globe skills units to social studies program.

3. Revision of language arts syllabi and correlation guides.

4. Revision of science syllabi and correlation guides with addition of units.

5. A complete physical education program was developed for use by each physical education teacher in grades one to six.

6. Additional work was carried out in developing a coordinated special education program in grades one to six.

7. Additional work was carried out in revising the mathematics program in grades one to six.

A total of twenty-two (22) teachers participated in work sessions at the junior high school level. Accomplishments at these sessions included:

1. Additional instructional units were developed for the social studies program in the areas of history and geography.

2. A complete revision of the mathematics program was made in an effort to better meet the needs of all students in the program.

3. Work was done in the area of special education for the Mentally Retarded classes and Learning Disabilities classes.
   a) A math syllabus was developed for the E.M.R. program.

4. Additional work was done in revising the science program and developing mini-units.
   a) A teacher's handbook for science was also developed and reproduced during the summer.

5. Additional instructional units were developed for the Industrial Arts Program.

6. A total physical education program, with written instructional units, was developed. This program, in addition to traditional physical education activities, include anatomy and exercise, first aid, circulatory and respiratory systems, personal hygiene and family life.

7. An art syllabus was written.

Seventeen (17) high school teachers participated in summer work sessions. Accomplishments included the following:

1. Written syllabi for the special education program were begun during the summer work sessions. The math syllabus was completed and the social studies syllabus was partially completed.

2. New mathematics courses were written in the areas of the metric system and career mathematics.

3. Work was carried out in revising the English/Language Arts and Science programs.

4. Driver Education instructional units were written.

5. Written syllabi for the Ornamental Horticulture program.

b. Orientation of New Teachers - All teachers new to the Opelika system were given a one-week orientation session to the system at which time they were introduced to the Career Education concept in general and the Opelika project in particular.

c. Curriculum Development during School Year - The project director and coordinator conducted weekly meetings with secondary principals and resource teachers to discuss matters dealing with curriculum and career education. Resource teachers worked with teaching teams throughout the year in developing instructional materials and strategies through which career education is becoming an integral part of the school curriculum. Coordinating committees functioned to assess the development of the career education program. An audit procedure focused upon problems of meeting individual needs of children.

3. Community Support

Community support for the Opelika Career Education project was evidenced in many ways during the 1975-76 school year. This extensive community support has been one of the outstanding features of the

project that has been noted by the evaluators during the past three years. It is estimated that over a three-year period about 900 visits to classes in Opelika City Schools were made by persons representing business, industry, public service, and the professions to talk about their careers. An extensive field trip program was facilitated through the cooperation of industrial, business, professional, and public service officials. The Opelika City Rotary Club rendered valuable assistance in establishing contacts for this program. Communication media coverage on the career education program has been extensive. Excellent cooperative arrangements have been worked out between representatives of the Alabama Employment Office and school counselors. The vitality evidenced in the Opelika City School-Community Career Education Project is attributable in no small measure to the active and enthusiastic support of the project by the Opelika community.

4. Curriculum and Instruction

The July 1974 and the July 1975 Interim Reports for the School-Community Career Education Project of the Opelika City School System contain detailed descriptions of career education learning experiences provided in the elementary, junior high, and high schools in Opelika. This report will be restricted to an effort to identify the major features of the Career Education instructional program.

In general, the curriculum and instructional development process is one in which--

career education objectives and activities have been fused into the schools' instructional program;

there is a high degree of teacher involvement, yet curriculum development leadership is provided by central office personnel, principals, and resource teachers;

teachers are expected to define educational objectives and plan learning activities for the courses they teach;

career education concepts are reflected in statements of course objectives;

an auditing process serves to identify where the instructional plans are not meeting children's needs and thus serve as a basis for curriculum revisions.

At the elementary school level the correlation guides and teaching plans developed by classroom teachers in summer workshop sessions served as a source of ideas for elementary school teachers. There was a continuation during the 1975-76 school year of the development by classroom teachers of ingenious career education teaching activities. Field trips and classroom visits by community resource speakers continued to be an important part of the career awareness program at the elementary school level.

Junior high school students were exposed to many types of careers through films and filmstrips, resource speakers, field trips, printed materials, written assignments calling for students to portray themselves in particular jobs, and action projects. Role playing on such activities as "applying for a job" was found to be an effective motivational aid in working with disadvantaged children. Career education as a concept has been very clearly and completely integrated into all facets of subject matter at the junior high school level and provides a solid foundation for all areas continuing this work in future years.

One major accomplishment at the high school level during the 1975-76 school year was the effort of the guidance department to help students study career alternatives. Over the course of the year, about 400 students in English and Social Studies classes spent a two-week period on a career investigation unit. The Career Information System developed by the Appalachian Education Laboratory was used in this unit. Career education materials were taken into classrooms and students investigated certain occupations in which they were interested and estimated their own abilities with respect to the abilities required in their chosen occupational area. Speakers were invited by students to visit their class to supplement reading materials. Student response to this experience has been enthusiastic. Teachers, too, have reacted favorably and have requested a continuation of the program.

An excellent job placement program has been developed in the Opelika High School. Placement opportunities are provided through the work of the counselors and the Career Education Coordinator. The excellent working relationships with the State Employment Office Services and with personnel in important industries and colleges in the Opelika area help make the job placement program successful.

Product

The Product Evaluation is organized around the nine objectives stated earlier. Attachment A is the Evaluation Design which contains the specific requirements for the attainment of each objective. The data relevant to each objective and conclusions concerning its attainment follow.

Objective I: Students will demonstrate increased self-awareness.

The evaluation of this objective was to be based on scores from the How I See Myself (HISM) instrument for Grade 3 and on the Coopersmith Self-Esteem Inventory (CSEI) for Grades 6, 8, and 9.

Grade 3. The HISM was given to a sample of 55 third graders. The evaluation criteria was the comparison of obtained Opelika means on each subscale with the norm means. The table below presents the Opelika means and standard deviations for each subscale and the HISM norm for that subscale.

HISM RESULTS FOR

OPELIKA (N=55) THIRD GRADERS

Subscale	Reliability*	Mean	SD	NORM**
Teacher-School	.08	14.18	4.41	20.05
Interpersonal Adequacy	.75	46.02	10.67	59.34
Autonomy	.52	21.75	7.53	27.25
Academic Adequacy	.34	15.55	4.45	19.99

* Coefficient alpha was used as a measure of internal consistency.

**Males and females combined for SES most approximate for Opelika population.

An inspection of the table indicates that the Opelika sample did not exceed the HISM norms for any of the subscales. Further inspection of the data and the testing procedures provides information possible as reasons why this happened.

Note that the reliabilities ranged from .08 (no demonstrable reliability) to .75 (barely adequate reliability for this type of analysis). Several conditions are prevalent which may account for these low reliabilities and hence the low mean scores. The elementary form of the HISM was normed on a 3-6 grade sample and the results were not presented by grade. Thus, a sample of all third graders (such as the Opelika sample) would be at a disadvantage in trying to equal these scores. Further, the reading level is designed to span the third through the sixth grade. Opelika third graders on the average are below the third grade reading level and may have had trouble reading some of the HISM items. A procedural error which may have contributed to the low Opelika scores was the use of separate answer sheets. Test publishers have found that using separate answer sheets below the fifth grade often confused students not accustomed to their use.

Because of these conditions, the evaluators do believe that the HISM data are of questionable validity.

Grades 6, 8, and 9. The CSEI was given to a sample of 92 sixth graders and 46 ninth graders. Tests were not administered to eighth graders. The following table presents a summary of these data.

RESULTS FROM

COOPERSMITH SELF-ESTEEM INVENTORY

Grade	Scale	n	Mean	SD	Alabama Norm	t
6	Total Scale	92	58.84	15.60	60.80	-1.2
9	Total Scale	46	62.74	15.47	60.80	.9
6	General Self	92	15.72	4.28	13.50	5.0*
9	General Self	46	17.07	4.44	13.50	5.4*
6	Social Self-Peers	92	4.99	1.70	4.33	3.7*
9	Social Self-Peers	46	5.89	1.46	4.33	7.2*
6	Home Parents	92	4.60	1.95	4.37	1.1
9	Home Parents	46	4.91	2.37	4.37	1.5
6	School Academic	92	4.12	1.81	4.10	.1
9	School Academic	46	3.50	1.77	4.10	-2.3

*Opelika sample significantly greater than Alabama norm at .01 level.

The Opelika sample scored significantly greater than the Alabama norm for two scales of the CSEI--General Self and Social Self-Peers. This was true for both Grades 6 and 9. The Social Self-Peers scale primarily concerns students being able to get along with others and seeing themselves as being liked. The General Self scale assesses how a person feels about himself or herself. It would seem from the data that this objective has been partially achieved.

Objective II: Students will demonstrate increased competency in basic academic/vocational skills.

The technique for evaluating this objective is by the comparison of 1976 post-test scores in reading and mathematics with post-test scores before the project began (spring 1973). The objective calls for these comparisons for Grades 3, 6, and 9. The comparison was also made for eighth grade since the data were available.

Reading. The following table includes data relevant to this objective on reading. It presents means, standard deviations, and sample sizes for the spring 1973 and for the spring 1976. Significant test results (t-ratios) are also presented for Grades 3, 6, 8, and 9. The results are raw scores on the Reading subtest of the California Achievement Test.

Both Grades 3 and 8 scored significantly higher (at .01 level) in 1976 as compared with 1973. Grades 6 and 9 did not change significantly. It appears that the project has had a dramatic effect on reading at the third and eighth grade levels.

READING GAINS SINCE 1973

	1973			1976			
Grade	n	Mean	SD	n	Mean	SD	t
3	330	53.3	20.48	326	60.3	19.66	4.47*
6	358	49.5	17.01	355	48.6	15.17	- .73
8**	359	39.0	15.49	356	41.7	15.91	2.30*
9	307	49.2	17.49	352	48.6	18.28	- .43

*Gain significant at .01 level.
**Spring 1973 test data were actually collected January 31, 1973.

Mathematics. The following table presents data relevant to the mathematics portion of Objective II. The data are mathematics subtest scores from the appropriate level of the California Achievement Test.

MATHEMATICS GAINS SINCE 1973

	1973			1976			
Grade	n	Mean	SD	n	Mean	SD	t
3	327	82.0	22.28	322	92.6	21.01	6.23*
6	359	64.5	18.72	355	72.0	17.16	5.58*
8**	360	41.0	16.23	359	50.4	19.94	6.93*
9	307	52.7	19.89	348	55.1	20.47	1.52

*Gain significant at .01 level.
**Spring 1973 test data were actually collected January 31, 1973.

Grades 3, 6, and 8 all achieved at significantly higher (.01 level) levels in 1976 than in 1973. Grade 9 also achieved at a higher level but did not attain statistical significance. The project seems to have had a real impact in the area of mathematics achievement.

Summary. These data support the proposition that the Opelika Career Education Project has had a positive impact in the area of academic skills. This may be partially due to the total fusing of project objectives in the overall curriculum of Opelika City Schools. Objective II has certainly been met.

Objective III: Students will demonstrate increased awareness of work values and possess a desire to engage in paid and/or unpaid work.

Based on the Evaluation Design, this objective was assessed using the attutude subtest of the Career Maturity Inventory, (CMI). The test scores obtained for the Opelika sample were compared with the "norms" reported in the CMI manual. The following table presents the comparison data.

COMPARISON OF OPELIKA SAMPLE

ATTITUDE SCORES WITH CMI NORMS

	Grade	
	9	12
Mean	29.49	34.74
SD	5.38	5.50
n	51	65
Norm	34.29	37.23

Neither the ninth nor the twelfth grade Opelika mean scores exceeded the norms; hence, the objective was not met. It should be noted here that the CMI Administrative and Use Manual states, "The Attitude Scale was not normal on a national sample because, ultimately, the most appropriate reference group for an individual is the one he most resembles demographically and educationally," (page 13). No such normative data are available for Opelika students. However, it is interesting to note that between the ninth grade and twelfth grade, there was a 5.25 point difference for Opelika students while there was only a 2.94 difference for the CMI "norm" group students. This could be interpreted to mean that although Opelika students start at a lower level, yet they learn far more over their high school years than did the "norm" students.

Objective IV. Students will demonstrate increased awareness of and knowledge about work.

This objective was to be assessed based on the Knowing About Jobs subtest of the Career Maturity Inventory (CMI) and the Career Education Questionnaire (CEQ). The CEQ was given in Grades 3, 6, and 8 and the CMI was given in Grades 9 and 12.

Data obtained from the Opelika sample on the CEQ are presented below.

OPELIKA SAMPLE RESULTS ON THE

CAREER EDUCATION QUESTIONNAIRE

Grade	n	Mean	SD	Norm
3	82	27.84	5.56	29.52
6	146	29.27	8.76	35.30
8	83	26.30	11.09	31.31

These data do not support the accomplishment of Objective IV for Grades 3, 6, and 8. It should be pointed out that the norms reported by CEQ are based on Minnesota students.

The data obtained from Opelika students on the CMI, Knowing About Jobs subtest are presented below.

OPELIKA SAMPLE RESULTS ON THE

CMI, KNOWING ABOUT JOBS SUBTEST

Grade	n	Mean	SD	Norm	t
9	75	15.12	3.31	11.35	9.86*
12	54	14.50	3.37	14.43	.15

*Opelika mean significantly greater than CMI norm at .01 level.

The Opelika means are greater than the CMI norms for both ninth and twelfth grades. This difference is statistically significant at the ninth grade level. It would seem that this objective has been met at the high school level. The Career Education Project seems to have helped students overcome the early years deficit indicated by the CEQ scores.

Objective V: Students will demonstrate increased competency in career education decision-making skills.

The assessment of this objective was to be based on the Career Maturity Inventory (CMI), (Choosing a Job, Looking Ahead, and What Should They Do? subtests), and/or the Career Education Questionnaire (CEQ). The CEQ will not be used to assess this objective since the data were used in the previous objective.

The CMI results are presented in the table on the following page. The Opelika sample was significantly greater than the norms for two of the subtests at both the ninth and twelfth grades. It seems that Opelika students in these grades are particularly well prepared for looking ahead and knowing what they should do. It appears that the objective has been accomplished.

Objective VI: Students will demonstrate good work habits.

The Evaluation Design notes that a locally developed "Work Habits Inventory" (WHI) would be developed and used to gather baseline data on third graders. The Project Coordinator and the Evaluators prepared a rough draft of the WHI but data were not collected using it. However, it is available for data collection in future years. The accomplishment of this objective cannot be assessed.

Objective VII: Students will demonstrate work-seeing and work-getting skills.

The Evaluation Design calls for comparing Career Education Questionnaire (CEQ) results obtained from the Opelika sample with CEQ norms. This was done in assessing Objective IV but the Opelika mean was less than that of the norm group. However, the ninth-grade "Knowing About Jobs" subtest of the Career Maturity Inventory was significantly greater than the sample in that objective. It would appear that there is mixed evidence as to whether Opelika students demonstrate work-seeking and work-getting skills at the eighth and ninth grade levels.

Objective VIII: Students who are leaving the formal education systems will be successful in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education.

This objective cannot be fully evaluated until after school begins next year (fall 1976). The Opelika High School placement officer maintains

OPELIKA RESULTS ON CMI

Subscale	Grade 9 n	Mean	SD	t	Norm	Grade 12 n	Mean	SD	t	Norm
Choosing a Job	75	10.84	5.12	1.2	10.13	54	11.56	3.91	- 2.5	12.90
Looking Ahead	54	12.56	2.84	10.6*	8.46	36	13.33	3.02	2.9*	11.89
What Should They Do?	54	8.72	3.15	3.6*	7.16	36	11.08	3.26	2.9*	9.50

*Opelika sample greater than norm at .01 level.

records of former students and these records indicated that as of May 1976 many students had already either accepted jobs or been accepted into a postsecondary education program.

Objective IX: Students will be aware of means available for continued education once they have left the formal education system.

This objective was assessed by means of a locally developed criterion referenced test. Twelfth grade students responded to the following three questions (see Attachment B):

1. Name three institutions of higher learning that are within 200 miles of Opelika.

2. Name one technical or business school.

3. Name two sources of financial support of additional career education.

Seventy-five percent of the students responding correctly to each item was considered adequate. Items 1 and 2 were answered correctly by 100% of the students and Item 3 was answered correctly by 89%. Thus, Objective IX was fully accomplished. It is interesting to compare this year's results with those of last year. The following table presents these data.

COMPARISON OF 1974-75 AND 1975-76

RESULTS OF CRITERION REFERENCED TEST

Item	Percent Correct 1974-75	Percent Correct 1975-76
1	100	100
2	93	100
3	83	89

Thus, this year's seniors improved on two of three items. The third was already 100% attainment so there was no room for improvement as measured by this particular test.

VII. CONCLUSIONS AND RECOMMENDATIONS

The evaluators of the Opelika City Career Education Project have become convinced during the past three years that good things are happening in the Opelika City Schools. The evaluators feel that the Career Education Project has contributed to the development of a dynamic school system with a high degree of involvement in the curriculum development process by teachers and the community at large. Yet, the product evaluation section of this report, while focused on the stated objectives of the project, does not reflect important changes that appear to be occurring in the Opelika City Schools. More specifically, this evaluation report does not adequately describe:

(1) the changes that appear to have occurred in teachers' attitudes and skills as they have struggled to fuse career education concepts with the regular school curriculum;

(2) the changes in teachers' attitudes toward the centrality of the idea of gearing instruction to the individual needs of children;

(3) the high degree of community support that is given the school system, in general, and the Career Education Project in particular.

These changes became increasingly evident as the evaluators gathered data for the process evaluation over the three-year period. The sheer volume of curriculum materials developed by teachers is impressive. It seemed to the evaluators that they were encountering an unusual degree of enthusiasm among teachers in the system. The degree of support by teachers for the audit plan was a surprise to the evaluators. Teachers appeared to be using the audit as a means for affecting a more thorough individualization of instruction. Any overall evaluation of the Opelika project should take into account the above changes in addition to a very creditable performance on the stated product objectives.

The Opelika City School-Community Career Education Project demonstrated the need for evaluators to look for good or bad impacts of a program, even though those impacts may not be incorporated in the objectives of the program.

VIII. APPENDIXES AND ATTACHMENTS

APPENDIX 1	The Instructional Process
APPENDIX 2	The Opelika City School's Self-Renewing Process
APPENDIX 3	Opelika Junior High Summer Activity
APPENDIX 4	Opelika High School Summer Activity
APPENDIX 5	Career Education Workshop Progress Checklist
APPENDIX 6	Guidelines for Career Education Workshops
APPENDIX 7	Focus on Self-Development Key
APPENDIX 8	Request Forms
ATTACHMENT A	Evaluation Design for the Opelika School-Community Career Education Project
ATTACHMENT B	Career Education Questionnaire
APPENDIX 9	Instructional Materials

APPENDIX 1

THE INSTRUCTIONAL PROCESS

1. Organization for Program Management

The Opelika City School System is committed to the development and operation of an instructional process that is self-renewing. When organization of the process is complete it will continually correct and update its processes and programs, providing for ever increasing sophistication in all of its activities.

The process utilizes a systems approach, a systematic plan or organization designed to bring about accomplishment of the purposes of the public schools. This system is designed to bring about identification of the various services required, and the subsystems required to provide those services (departments, courses, classes, etc.). It prescribes the services to be provided by each subsystem and the operational procedures to be used in coordinating the various services required.

The process provides for ongoing evaluation, correction and updating of the various organizations, procedures and personnel. It provides decision-makers with data necessary for setting rational priorities in the use of available resources, and for identifying potential gain that might be achieved with additional resources.

The process prescribes the procedures to be followed in developing, introducing, training for and using new and revised instructional material and procedures. In the process, curriculum

development and revision is *not* accomplished through hierarchical arrangement. Curriculum development activities and instructional activities are coequal and are coordinated through procedures established by the Curriculum Council.

A major provision in the process cycle is for change and improvement to be initiated by *any person* in *any position* throughout the total school system. As with any complete circle, there is no beginning or end. Although there is a central control system, the Curriculum Council, providing reflective judgment based on data received from all subsystems, corrections and improvements may be initiated by any individual department, team or teacher. Changes initiated by one department may be accomplished by another.

Through such a process it is possible to channel the creativity of exceptional principals and teachers into all schools, and to involve all teachers in the decision making process affecting programs and activities for which they are responsible.

The development of curriculum, including objectives and tests, and the establishment of general procedures is determined and accomplished systemwide. Evaluation is accomplished both locally and systemwide. *Precise organization and procedures within the schools' instructional activities is determined by each local school as dictated by staff abilities and experience, available local resources and facilities, and by unique local situations.*

The Curriculum Council is composed of the Superintendent, Assistant Superintendent, the Supervisor of Instruction, the Coordinator of Special Services and all principals. The Council

provides the systemwide leadership in the development of curriculum and instruction. Each principal is involved directly in systemwide decisions for which he has the responsibility of providing leadership in his school. The Curriculum Council is augmented when needed by curriculum committees and/or other personnel.

Teachers are represented directly in the systemwide decision making process by membership on curriculum committees for the various subject areas. Although most schools will usually be represented on each committee, members are not school representatives, they are teacher representatives. The curriculum committees serve as an adjunct to the Curriculum Council and their work is communicated to the local schools through the Curriculum Council and the local principals.

A process similar to the systemwide process is utilized in each school. In elementary schools teachers are organized into teams. Team members are responsible for implementing the instructional programs for a particular group of students. They have the responsibility for organizing, conducting and evaluating the instructional programs for their students within the framework of the curriculum and policies of the local school and the school system.

School wide processes are handled through the local school Instructional Improvement Committee (IIC) which is composed of the principals and the leader of each instructional team.

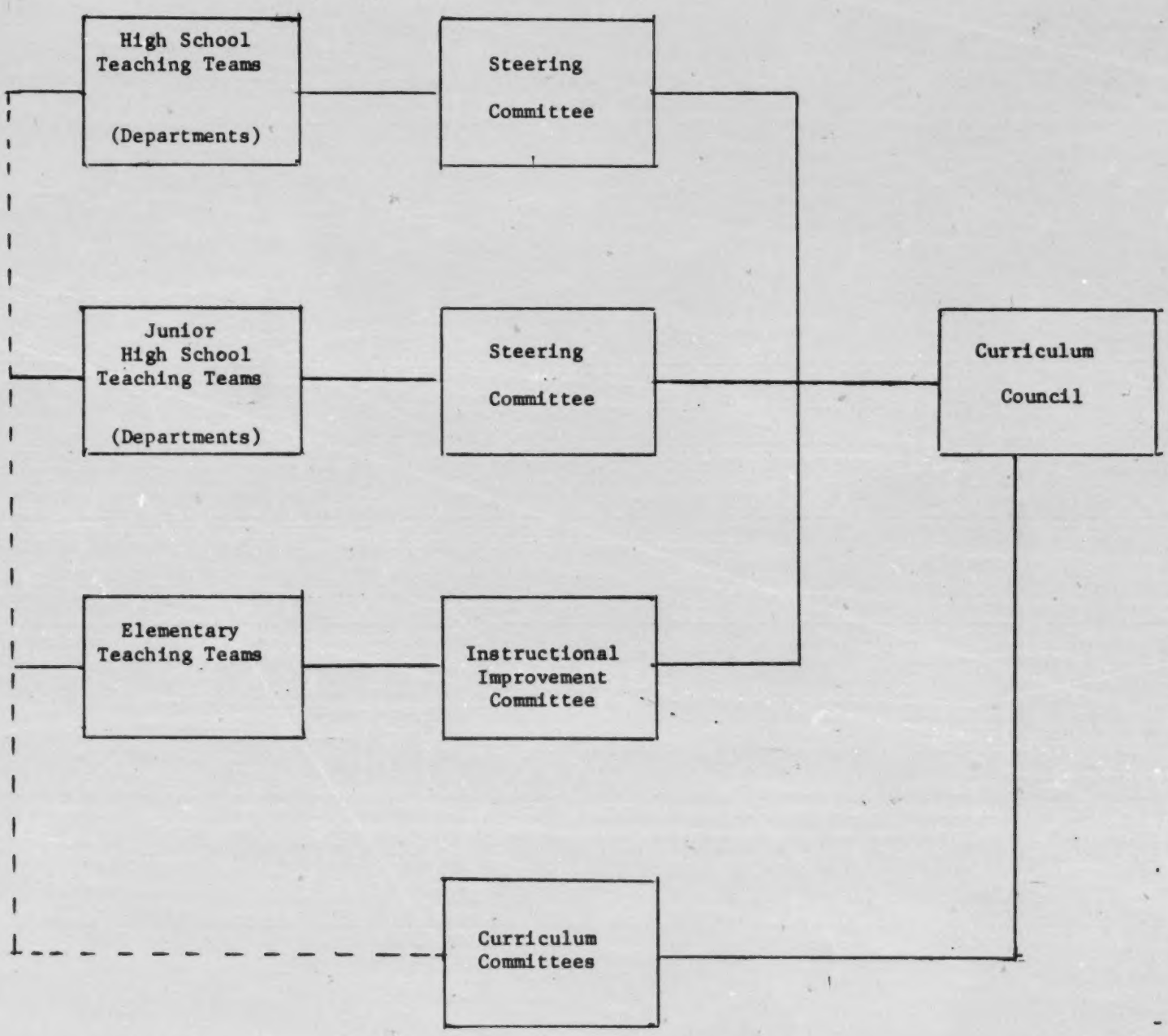
The junior and senior high schools utilize the same process with the various departments composing the teams. Department chairman, the

principal and his assistants make up the steering committee which corresponds to the IIC in the elementary schools. Chart 1 illustrates the organization.

The purpose of the organization described in the foregoing is to conduct the activities of the instructional process described next.

CHART I

INSTRUCTIONAL PROCESS ORGANIZATIONAL CHART



Instructional Process

The following outline identifies the various tasks included in the process, the order in which the tasks are performed and the positions responsible for performing the tasks. The Instructional Process Cycle, Chart 2, describes the process graphically, using the same outline as that used in the following narrative description.

I. *Regular Instructional Program:* This is where the instructional programs are carried out. It is here that the purposes of the schools are accomplished. All other phases of the instructional process are support systems for these activities.

II. *Summer Instructional Program:* This completes the instructional cycle. Ultimately summer programs may become a part of the regular instructional program.

III. *Orientation of New Teachers:* Here an orientation program for new and beginning teachers is designed and operated to familiarize them with the history, philosophy and operation of the Opelika program, and to train them to work with the various instructional programs and activities for which they will be responsible. This training responsibility is shared by the local school personnel and the supervisory staff.

The letters used in the following outline are not part of Item III above. The process cycle has been labeled in this manner to distinguish the process from the instructional program and the orientation of new and beginning teachers.

A. *Program Development and Revision:* Here revisions and development of new programs planned under Section G, Major Evaluation,

are accomplished. Ideally, this will be entirely a work period with all planning having been completed in Section G prior to beginning work in Section A. However, incomplete plans in Section G will be completed in this section.

B. *Orientation to Revisions and New Programs:* Following the revision and development program and beginning just prior to the opening of school, an orientation program designed to familiarize all staff members with the new and revised materials is conducted by those who participated in the development and revision activities. The orientation should be completed within the first two to four weeks of school.

C. *Immediate Evaluation:* Beginning with the opening of school, immediate and concentrated evaluation of new and revised programs and materials is begun. Unforeseen problems with the new materials are now identified and corrections made as required to assure optimum success with the programs. This is primarily the responsibility of local school personnel assisted by supervisory, resource, support and research personnel.

D. *Ongoing Evaluation and Revision:* The immediate and concentrated evaluation and revision of Item C fades into the ongoing evaluation and revision which continues throughout the year. Major revisions are not accomplished in this phase, However, data from evaluation are constantly collected and stored to feed directly into the major evaluation in the spring.

As in Section C, this continues to be a major responsibility of the local school, especially for ongoing revisions.

The major responsibility for collecting and storing data for use in major evaluation rests heavily with members of the supervisory, resource, support and research staffs.

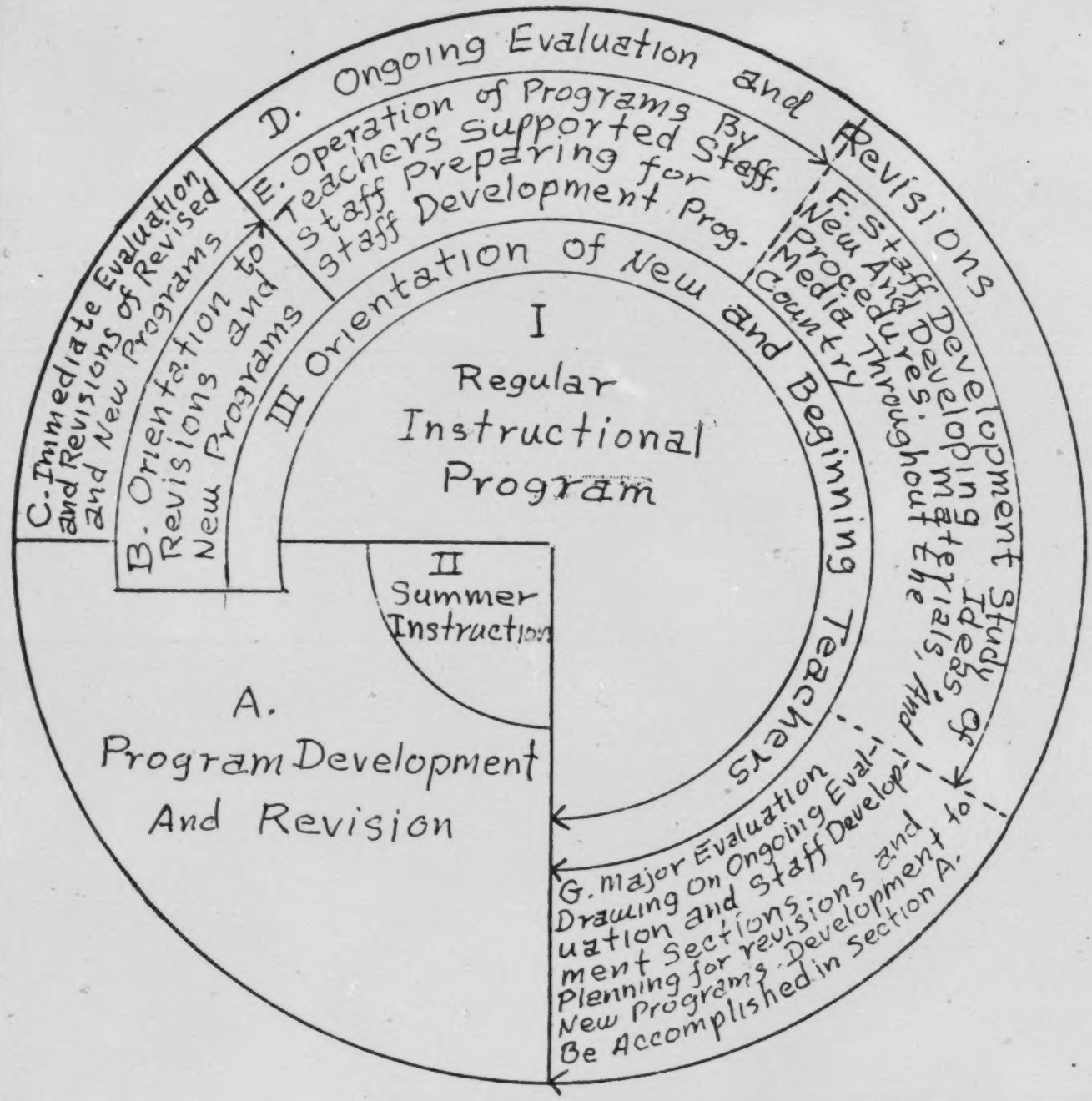
E. *Operation of Programs:* Following the orientation of new programs and materials and the emphasis on immediate evaluation and revision, time is provided for concentrated operation of the instructional programs by teachers with support from the supervisory staff. Teachers are involved in few other activities at this time. Supervisory, resource and support personnel use a portion of this time in concentrated research and study in preparation for the staff development program which follows. Research and study conducted here constitutes a major in-service activity for these personnel.

F. *Staff Development:* This period is devoted to updating and improving the instructional staff. Under the direction of the supervisory staff, and with the help of occasional consultants, new and developing ideas, materials, media and procedures are studied. Teachers work on such topics as team organization and processes. They study new programs recently put in use and new programs under consideration. They work at improving skills in working with individualized programs, in diagnosis and prescription, and in evaluating student and program activities. Supervisory personnel will make all necessary preparations. Hopefully, these programs will be heuristic, carrying over into after-school study.

G. *Major Evaluation and Planning:* Here consideration of new ideas emerging from the staff development program merge with the data being collected in the ongoing evaluation to provide for the major evaluation and planning. Recommendations about reorganization, revision of programs and materials and the development and/or adoption of new programs and materials are made here in light of information and data feeding into this section. Revisions and new programs called for here are accomplished in the following Section A, and the cycle continues.

CHART 2

INSTRUCTIONAL PROCESS CYCLE


D. Ongoing Evaluation and Revisions
E. Operation of Programs By Teachers Supported Staff Preparing for Staff Development Prog-
F. New And Developing Materials, and Ideas, Through Staff Development Studies
Media Country
III Orientation of New and Beginning Teachers
C. Immediate Evaluation and Revisions of Revised and New Programs
B. Orientation to Revisions and New Programs
I
Regular Instructional Program
II
Summer Instruction
A.
Program Development And Revision
G. Major Evaluation Drawing On Ongoing Evaluation and Staff Development Sections Planning for revisions and New Programs. Development to Be Accomplished in Section A.

APPENDIX 2

THE OPELIKA CITY SCHOOL'S SELF-RENEWING PROCESS

THE SELF-RENEWING PROCESS

The purpose of the public schools is to provide the education for its citizens that is essential to preserving and improving our society and its great freedoms and opportunities. The Opelika City School System is committed to accomplishing this purpose through continual development and operation of an instructional process that is *self-renewing.* It will continually correct and update its processes and programs.

The self-renewing process is an operational plan which provides direction and boundaries within which goals and objectives are set, learning opportunities and activities are planned, conducted, evaluated, and reworked in keeping with the evaluation. Fundamental to the process is the School Board's Policy Statement Regarding the Instructional Program for the Opelika City Schools. (Appendix 1) The first sentence in that policy statement says, "It is the desire and intent of the Board of Education of the City of Opelika to operate an educational system in which every student will have the opportunity to learn and grow to the extent that his abilities, interests and motivation permit."

Essential to the self-renewing process is the establishing of specific objectives with specific evaluation activities designed to indicate how effectively the objectives are accomplished. For our purposes, adequately prepared evaluation items may be used for statements of specific objectives. The purpose of evaluation items is to find out whether the students have learned what the course is designed to teach. It is essential that both the student and the teacher know exactly what the student is expected to know and/or be able to do upon completion of course activities if teacher and

student activities are to be efficient and effective. By knowing *exactly* what students are expected to learn and/or be able to do, we can then find out how effectively each objective has been accomplished. Once we know how effectively each objective is being accomplished, we will know what parts of our program most need immediate improvement.

For the self-renewing process to be effective in establishing direction and boundaries within which instructional programs are developed and conducted, a few requirements must be established and followed. The first requirement is that specific objectives and/or evaluation items be prepared for each course before it is taught. Every one who teaches the course will be required to use the prepared evaluation items. This makes it possible to determine which methods, activities, materials, equipment, etc. are most effective and efficient in accomplishing the course objectives. Common learnings courses, those which all students are required to take, may have objectives, activities and evaluation items prepared on several levels of difficulty to accomodate student differences. A right/wrong count of responses to evaluation items will be made for all objectives. A running count will be kept for continuous progress courses.

A second requirement is that all planning of curriculum and instruction will follow the Learning Plan Outline and Suggestions. This outline discusses objectives/evaluation, learning activities, student assignments, Learning Resource Centers, learning centers and stations, learning modes, grouping practices and fundamental principles of learning.

A third requirement is that all teachers participate in regular instructional audits. Audits will be conducted for each subject upon completion of each unit or chapter. Continuous progress courses such as Sullivan Reading, IMS, ISCS, and TEMAC will be audited at the end of the

second and fourth weeks of the courses and then no less than once a month thereafter.

Summary reports for each subject will be submitted to the superintendent at the end of each quarter. These reports will consist of copies of each audit report and summaries of the significant findings, recommendations and actions taken. In addition, teachers and principals are encouraged to include any specific recommendations, requests or questions they have to the superintendent. In turn he will respond to all such requests. Each participant in audits covered in the summary reports will receive a copy of the report submitted to the superintendent and a copy of his reply to any specific recommendation, request or question.

Audit teams will be composed of the teacher or teachers who have just completed the unit and other members of the secondary department or elementary team. Principals, resource teachers and central office personnel will participate as often as possible. A minimum of two or more persons are to participate in each audit. The teacher of the unit of study being audited will serve as chairman of the audit team, will secure the audit team members and set the time for the audit. The audit team chairman will notify the principal and resource teachers of the time and place of the audit. The principal and resource teachers will in turn notify central office personnel.

Audit can be conducted as soon as the feedback count is available. Audits will consist of the following items:

I. Student Progress: List each student whose progress through the unit was unsatisfactory for him. For each of the students indicate the following:

   A. Is unsatisfactory work a continuing problem? If it is, what special assistance has been or is being provided?

B. What appears to be the cause of the problem?

C. What is the teacher to do to improve the student's progress?

D. What will the student be asked to do?

E. What will others be requested to do? (counselors, parents, other teachers or community agencies)

II. Program Effectiveness:

A. Using the feedback count identify and list objectives/evaluation items on which student achievement is judged to most need improvement.

B. For each objective listed analyze the instructional program to determine why the students are not satisfactorily accomplishing the objective.

C. When causes have been identified propose changes to improve the achievement of the students. If changes are to be accomplished immediately indicate by whom, when, and how. If changes recommended are to be accomplished the following summer file adequate information for the summer workshop.

III. Examine Objectives/Evaluation Items:

A. Using the objectives checklist examine objective/evaluation items to determine if the objectives for the audit period:

1. Include all those essential to overall purpose and goals of the unit.

2. Evaluation items require students to practice and demonstrate the use of cognitive skills more demanding than recognition and recall.

3. Require students to learn and use problem-solving processes.

4. Require students to learn and use cognitive processes in establishing values and attitudes.

5. Require students to establish a relevancy of the course to their life goals.

B. Recommend and indicate how, when and by whom they will be made.

Figure 1 illustrates the self-renewing process in its most primitive form. This illustrates the process for one course which is composed of eight units. Each step in the process can become a highly sophisticated operation.

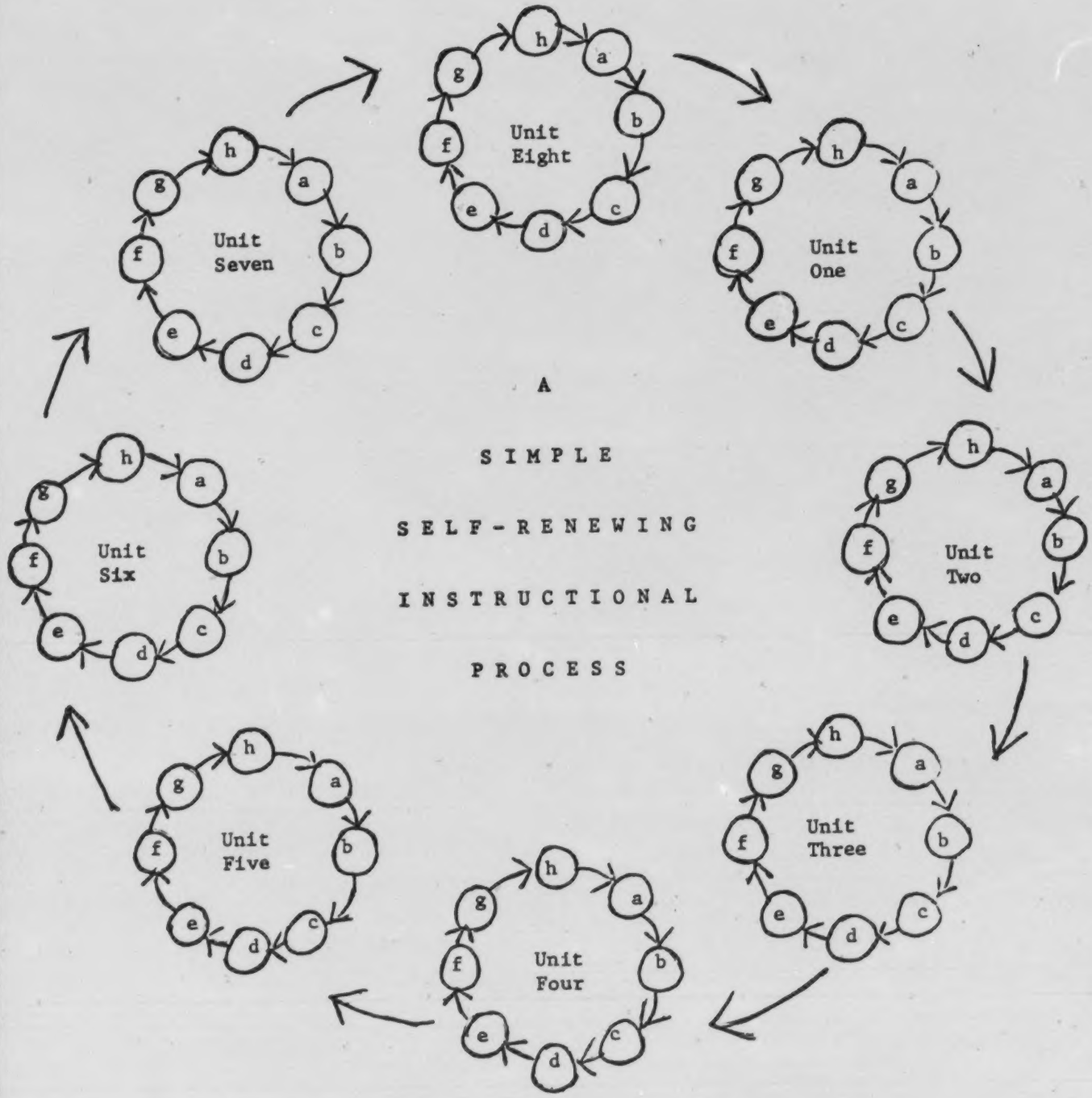

Unit Eight
Unit One
Unit Two
Unit Three
Unit Four
Unit Five
Unit Six
Unit Seven
A
SIMPLE
SELF-RENEWING
INSTRUCTIONAL
PROCESS

Figure 1

Explanation of the Self-Renewing Process

The activities represented by the letters on the process chart in Figure 1 are described below:

a. Identification of objectives: Objectives placed in sequence to establish a syllabus.

b. Identification or planning of activities to accomplish objectives.

c. Identification of and securing of materials, equipment and other resources required by the planned activities.

d. Conducting the activities.

e. Evaluation of how effectively objectives were accomplished. A tabulation of the number of right and wrong responses on evaluation items to identify objectives for which accomplishment was satisfactory and unsatisfactory.

f. Analysis of instructional activities, materials, equipment, etc., to identify causes for unsatisfactory accomplishment.

g. Having identified the causes, or probable causes, the making of changes designed to correct the problems.

h. Program has now renewed itself and the process is ready for another cycle. Through this process, the program is improved every time it is used.

Once the first cycle is completed, items a, b, and c become review activities. Before teaching the unit or chapter in succeeding cycles, the changes made in item g are reviewed. New teachers will become familiar with objective/evaluation items, activities, equipment and materials in preparation for teaching the unit.

Accomplishment of course objectives is evaluated each time students complete the activities. The information derived from the evaluation is examined to identify which objectives were accomplished satisfactorily, and which objectives were not accomplished satisfactorily. Further examination is then made of the activities for the objectives which were not accomplished satisfactorily to determine why they were not. The reason may be found in the activities, the materials, or the equipment used.

It may be found that the students were placed in a level too difficult for them. It may be found that the test items were bad, or even that the objectives were inappropriate. It may be found that explanations given to the students were inadequate or that insufficient drill was required. Whatever the cause is determined to be, once it is found, corrections are made before the program is used again. Once the corrections are made, the program is ready for use again and the process repeats itself.

All components of the process are essential to make it work, and the whole process is built around the objectives and evaluation. The parts of the process most often neglected are the analyses of evaluation data to locate and determine causes of weaknesses, and the making of changes designed to strengthen those areas of weaknesses, and the making of changes designed to strengthen those areas of weaknesses. Operations of the self-renewing process will overcome such weaknesses.

After each chapter or unit has been completed and students have taken the examination, the following information is to be collected to be used in the course audit.

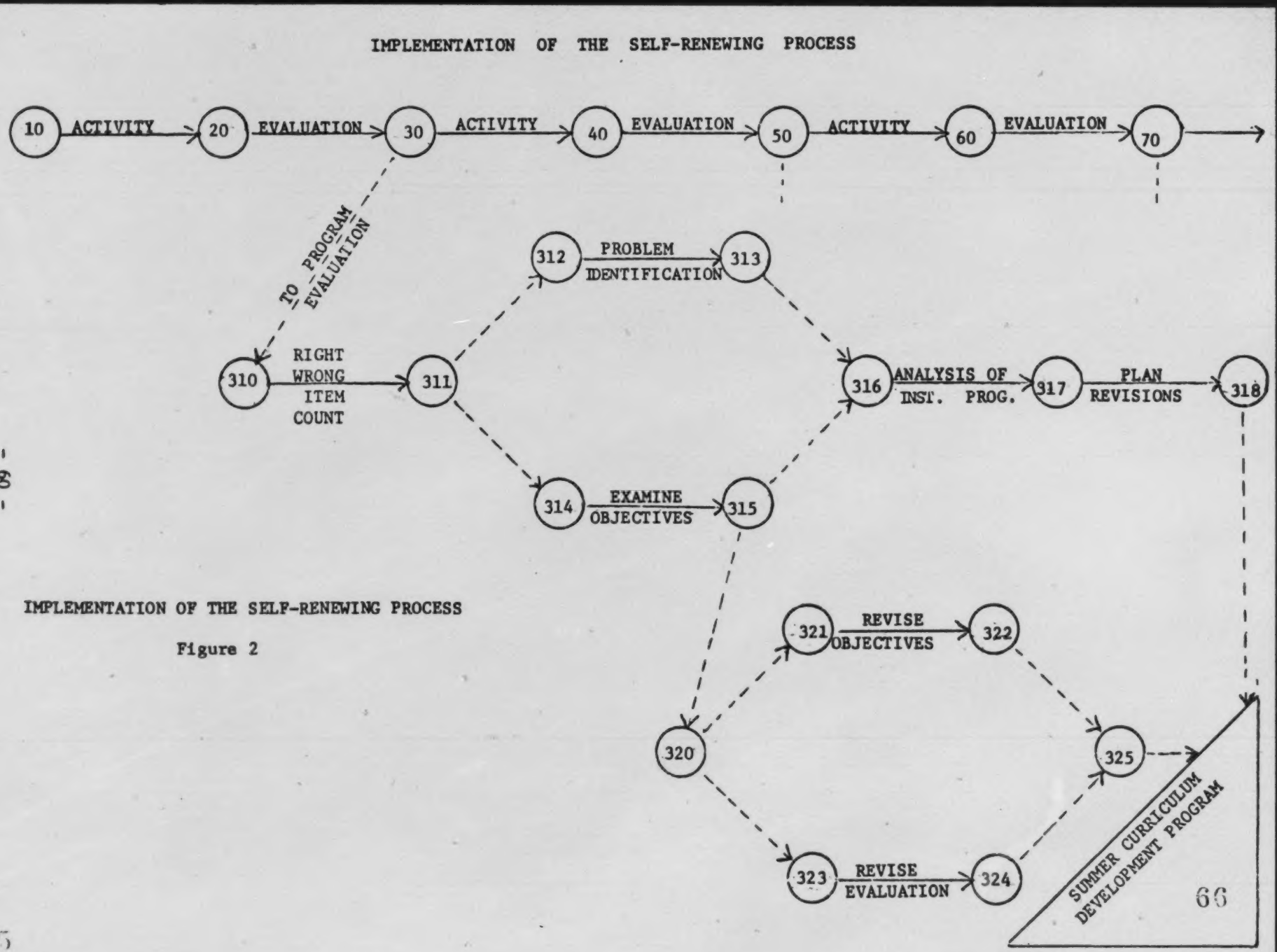
1. Name of Course_____
2. Name or Number of Chapter/Unit_____

   _____
3. Date of Examination_____
4. Attach a copy of objectives/evaluation items.
5. Number of students taking the examination_____
6. Number of incorrect responses and partially incorrect responses for each evaluation item.

Number of Evaluation Items	Number Responding Incorrectly	Number Responding Partially Correctly

Each team or department may develop its own form to provide the information required.

Figure 2 and the accompanying explanation describes a more sophisticated process and adds emphasis to continually upgrading the objectives and evaluation items.



IMPLEMENTATION OF THE SELF-RENEWING PROCESS

Figure 2

Explanation of Implementation of the Self-Renewing Process Chart

On the flow chart, solid lines represent activities. The word "activity" on items 10-20, 30-40, and 50-60 represents the instructional activities designed to accomplish objectives of the chapter or unit. The broken lines represent dummy activities. Dummy activities are used to move the reader from one real activity to another when a strict linear chart will not accurately describe the relationship of the various activities.

The program evaluation activities that branch off the regular program at 30 are repeated at the end of the evaluation activities for each chapter or unit.

0-70 On-going Instructional Program: Each activity and the following evaluation represents a chapter or unit in a course.

0-30 Evaluation:

A. Student Evaluation: Test or other evaluation instruments are administered. The principle purpose here is to find out how each student is achieving the objectives. From these evaluations student progress and needs are determined.

B. Program Evaluation: Program evaluation utilizes the same basic data as that used for student evaluation. Program evaluation begins on this chart with activity 310-311.

10-311 Right/Wrong Item Count: A tabulation is made of all right/wrong responses to the evaluation items of evaluation activity 20-30. Items having an unacceptably high error response rate are identified.

12-313 Problem Identification: This is a continuation of the R/W item count. Items with high error responses are translated into problems. Objectives that are not being accomplished satisfactorily are identified through this process.

16-317 Analysis of Instructional Program: The instructional program is now examined to determine why students are not accomplishing identified objectives. Some possible causes are:

1. Students misplaced in program
2. Inappropriate methods used
3. Inappropriate or ineffective evaluation items
4. Use of materials too difficult for students
5. Inadequate supply of materials
6. Inaccessibility of shared materials and equipment
7. Inadequate support services
8. Ineffective use of Learning Modes
9. Ineffective use of LRC Concepts
10. Inadequate help for students
11. Insufficient training for teaching the program
12. Insufficient training for inquiry-method teaching

The Learning Plan Outline will be useful here.

17-318 Plan Revisions: Having identified the reasons why students are not accomplishing identified objectives, plans are made to remedy the cause. Revisions needing immediate attention are accomplished at this time.

ummer rograms Evaluation data collected and plans for summer revisions are stored for use in the summer curriculum development program. Revisions called for here are coordinated with revisions called for in the objective/evaluation component.

14-315 Examine Objectives: Here test items are examined to determine if they represent the desired objectives of the course, and also to ascertain if the objectives represented are in fact the objectives desired. For example, if the objectives are represented by test items which require no mental operation higher than recognition or recall when the course uses an inquiry approach, the chances are good

that problem-solving objectives are desired. Problem-solving objectives would include higher mental operations such as translation, interpretation, and analysis. A close examination would establish whether all desired concepts, facts, skills and process objectives are included. The Objectives Checklist will be useful here. (See Learning Plan Outline)

If all students are responding correctly to all evaluation items, this may indicate that either the objectives, the activities or the evaluation items are below the ability of the students, or it could indicate excellence in both programs and instruction.

21-322 Revised Objectives: If examination of objectives indicates a need for revision, that is accomplished here if time is available. If revisions have to await the summer curriculum development program, make adequate records of needed changes and file for use in the summer.

22-324 Revise Evaluation: If objectives are revised, the evaluation must also be revised. It may have been determined in examination of objectives that the objectives are satisfactory but the examination items do not accurately reflect them. In that case, evaluation items would be revised.

If revisions have to await the summer curriculum development program, make adequate records of needed changes and file for use in the summer program. When all called-for revisions have been made, the programs have been renewed and are ready for another cycle.

TEACHER RESPONSIBILITIES AND OPPORTUNITIES IN THE SELF-RENEWING PROCESS

As indicated in the second paragraph of this paper, the self-renewing process sets objectives and boundaries within which professional personnel work. The establishing of course objectives and evaluation items, the planning of activities to accomplish the activities, and the identification of equipment, materials and

resources required by the activities will all be accomplished by teachers and central office personnel. While teachers have the responsibility to work within the framework of the self-renewing process, they also have the opportunity to participate in establishing objectives/evaluation items for the courses which they teach. Once objectives/evaluation items have been established they must be used by all teachers teaching the course until they are changed within the framework of the self-renewing process. Changes may be made at any time as long as all who are directly concerned with the change participate in the decision making process. Only teachers who are teaching in Opelika for the first time will not have had the opportunity to contribute to the establishment of objectives and evaluation items for which they are responsible.

In the same way that teachers plan objectives/evaluation items, they also plan activities to accomplish objectives and identify equipment, materials and other resources required by the activities. It is necessary to plan specific activities to be used so that budgets can be planned, equipment and materials required can be secured, and teachers can be trained to conduct the activities. Activities will be changed, added or dropped from year to year as indicated by the self-renewing process, and as more efficient and effective ways to accomplish the objectives are proposed and tested. Teachers may, with approval of their principal, change or adapt suggested activities during the year as more promising activities are identified as long as the objectives are met. However, all changes or additions made after budgets have been set and materials and equipment have been secured will have to remain within the budgetary limitations.

THE SELF-RENEWING PROCESS AND IN-SERVICE EDUCATION AND TRAINING

The local school system has the responsibility for adapting the knowledge and skills of new teachers to the local students, programs and circumstances. In addition, the local school system shares with teacher training institutions the responsibility for keeping teachers abreast of new educational knowledge, programs,

materials, and equipment as they are developed.

Recognizing the importance of in-service programs, the State Board of Education requires that each school system conduct in-service programs and that each certified person participate in such a program.

Guidelines to implement the State Board's requirements suggest that in-service programs be planned to meet the needs of the local school system. A needs assessment should be made, objectives determined from high priority needs and programs planned to accomplish the objectives. Programs and the work of each individual teacher are to be evaluated according to the State requirements.

In Opelika, we are utilizing the self-renewing process to accomplish the in-service requirements. Needs are determined through the evaluation components of the process. Through analysis of problems identified by high incorrect response rates, needs are established. Teachers must then study to identify or create more promising practices and materials, thus upgrading themselves through the study required in solving the instructional problems identified through the self-renewing process.

The examination of objectives/evaluation items to ascertain if all desired objectives are included under the classification of concepts and generalizations, facts, cognitive skills and processes, psycho-motor skills and processes, and affectives will bring about a better awareness and understanding of the various objectives. The more knowledgeable and familiar teachers become with course objectives, the more effectively they will be able to conduct the learning activities.

The process also requires workshops to train new teachers in the use of various Opelika programs, and to introduce all teachers to changes in programs.

The central office personnel and principals have the responsibility for organizing and conducting workshops and programs to meet general needs identified through the self-renewing process and to keep teachers abreast of new educational knowledge, ideas, materials.

GUIDANCE: PERSONAL-SOCIAL, CAREERS, EDUCATIONAL

The guidance program with the three components-- personal-social, careers, and educational-- make up the structure upon which the total school program is built. The three components represent the purposes of the public schools. The guidance program ties the total school program together so that students develop the fundamental skills for thinking and solving problems, then use these skills in establishing life goals and in preparing to meet those goals as a contributing member of the society. Every teacher has the responsibility for establishing a direct relevance to these life goals for the course he teaches. When the student reaches high school, he selects courses in keeping with his evolving life goals based on experiences, knowledge, skills, and activities acquired at home, in the community, and at school which were assimilated through the guidance program. In return, the courses contribute additional experiences, knowledge, skills, and attitudes to broaden the student's base for further decisions.

Objectives for the guidance program are being established in the same way as other objectives. A series of objectives from grades 1-12 will comprise the guidance program. Objectives will come from the three major components of the guidance program.

Objectives will then be assigned to compatible courses of other activities for accomplishment. For example, a personal-social objective may have to do with the student's acquiring knowledge and skills of child-family relationships. This could logically become an objective of many social studies units. Another example, the objective developing decision-making skills is appropriate to all three guidance components. Since decision-making skills are a part of problem-solving skills, this objective is logically found in social studies, science, English or mathematics courses. A career education objective to make students aware of job opportunities with newspapers might logically fit in an English writing unit, a graphic arts course, or the school's newspaper or yearbook. Another career objective to help students

appreciate the dignity and worth of work might find a place in a literature selection dealing with such a theme, or in study of the labor movement in a social studies class. One requirement for all these illustrations is that the objectives fit logically in the context of the unit or activity of which it becomes a part.

It needs to be emphasized again that every teacher has responsibility for establishing the relevancy of the course he teaches to students' life goals. To carry out this responsibility, teachers will seek out life goals objectives from all three guidance components for inclusion in their courses.

INDIVIDUALIZATION AND REDUCED TEACHER WORK LOAD

Two objectives of the self-renewing process are (1) increased opportunities for manageable instructional programs to accomodage wide student differences, and (2) reduction in the teacher's daily work load. Both of these objectives require specifically stated objectives/evaluation items and sequences, and specifically planned instructional activities with required equipment, materials and other resources readily available. Objectives/evaluation items and activities will be planned on several levels of difficulty so that students can be matched with appropriate objectives/evaluations and activities.

Once the objectives and activities have been specifically planned, the required materials and equipment can then be secured and stored until needed. All materials required for each unit, chapter or skill will be boxed together and placed on an easily accessible shelf. Each box will contain all materials that will not be shared with other units. This will include such things as tapes, film strips, video tapes, assignment sheets, work sheets and manipulative devices. Each box will have an inventory list indicating what is in the box and what other materials and equipment will be needed. The teacher's guide will describe the planned activities, the learning centers and stations, and how students will utilize them. When a new unit is being approached, the teacher will study the guide to become familiar with the objectives

and activities. When ready for the unit, the teacher or an aide will simply remove the box from the shelf, gather the few items used in common with other units and arrange equipment and materials in the room and/or LRC as desired. After any required team planning is accomplished, preparation for teaching the unit is complete. When plans have been completed and all equipment, materials and other resources gathered and/or identified, teachers can then devote practically all of their time to working with small groups and individual students in helping them to learn.

After the unit is completed, the box is returned to an aide, or someone else responsible, who will replenish the box and return it to the shelf. Work sheets and other consumable items used will be replaced. films, tapes and other materials will be checked and repaired or serviced as required. The box will then be placed on the shelf ready for use again.

Through the self-renewing process, plans and techniques will continually be improved while teachers concentrate teaching time on teaching. Hopefully this will leave the teachers' evenings to activities of their own choices.

APPENDIX 3

OPELIKA JUNIOR HIGH SUMMER ACTIVITY

This material has been developed to begin the implementation of a Career Education program at Opelika Junior High School. It is stressed that these materials and activities should be adapted and enlarged upon by the individual teacher for the most effective use in the classroom.

In the junior high school, some of the general goals for Career Education are:

(1) To develop in students positive attitudes about the personal and social significance of work.
(2) To develop self-awareness through which the individual can relate his personal attributes, interests, abilities, values, and preferences to the demands and opportunities in career fields.
(3) To reveal to students the great range of occupational options open to them.
(4) To improve the performance of the students in basic subject areas by making the subject matter more meaningful and relevant through unifying and focusing it around a career development theme.
(5) To help students develop the capability of making considered choices of career goals.
(6) To demonstrate that people can relate positively to their work regardless of educational level.

The ultimate goal of the entire program is to insure the placement of all students upon leaving school in either: (1) a job, (2) a post-secondary occupational educational program, or (3) a four-year college program.

The Career Education program is designed to fit into the present curriculum and not to replace any part of it. The success of the program depends upon each teacher being aware of career and guidance objectives and how they might be fitted naturally into the various subject areas.

The following methods are suggested for incorporating career education material into the curriculum:

(1) Introduction of occupations in the community that are relevant to the material being taught.
(2) Role playing.
(3) Hands-on activities.
(4) Resource speakers in the classroom.
(5) Field trips into the community.
(6) Research reports by students interested in a special field.
(7) Books and other materials read or studied by students.
(8) Interviews (the school counselor has a model for an occupation interview form).
(9) Oral reports.
(10) Class discussion.

Math Activities

The following are typical activities which math teachers may relate to careers. These activities are only to suggest the types of things which can be done. Teachers are encouraged to think up more and better activities as they work with career education.

Agri-business and Natural Resources

(1) Measure a tree's diameter, circumference, radius, height, and board feet.
(2) Discuss how farmers, forest rangers, etc. use math in their work.
(3) Learn how to work problems in area using acreage, square feet, and square miles.
(4) Learn how to figure spans of time using B.C. and A.D. dates.
(5) Have a resource person in an agri-business and natural resource occupation speak to the class, emphasizing how math is used in his job.

Business and Office

(1) Fill out an invoice, figuring prices, etc.
(2) Count change; practice making change. Role play job of teller or cashier.
(3) Learn to write checks and balance check books.
(4) Learn to use deposit slips and passbooks.
(5) Set up a mock bank (checking, savings, and investments).
(6) Have a resource person speak to the class emphasizing need for math in business and office careers.
(7) Make a graph indicating your grades.
(8) Using your allowance, make a profit and loss statement.

Construction

(1) Prepare specifications for a project and make estimates for it.
(2) Find the dimensions of the school building or total school grounds.

Consumer and Homemaking

(1) Make a realistic budget for a family of four on an average income of $8,000 a year.

Environment

(1) Make a graph of daily high and low temperatures for a week.
(2) Keep a chart on the number of rainy days, etc. for a specific length of time.
(3) Compare average daily temperatures of Alabama during the summer months with those of Alaska for the same period.

Marine Science

(1) Learn how to convert feet to fathoms.
(2) Convert statute miles to nautical miles.
(3) Do reserach on the history and development of nautical terms.

Public Service

(1) Investigate the budget of a city or state and discuss.
(2) Have a resource person in a related career to speak to class.

Health

(1) Have a resource person (doctor, dentist, pharmacist, nurse, etc.) speak to the class emphasizing the need for math in his career.
(2) Learn to read a thermometer correctly.
(3) Learn to use terms having to do with volume in measurement. Relate to medical professions, emphasizing the necessity for preciseness in measurement.

Manufacturing

(1) Calculate the cost of a product (labor, materials, overhead, etc.).
(2) Work problems involving percentages of natural and synthetic fabrics used in clothing (65% cotton, 35% polyester).

Hospitality and Recreation

(1) Figure baseball averages for your favorite players.
(2) Role play jobs such as concession attendants, desk clerks, etc., and practice making change.
(3) Work problems in which students figure motel rates, restaurant bills, etc.

Marketing and Distribution

(1) Work problems dealing with money expenditures, record keeping, etc. as it relates to this job cluster.
(2) Discuss the importance of accurateness in dealing with money in jobs.
(3) Work simple interest problems.
(4) Have a resource person in a related career speak to the class.

Transportation

(1) Discuss the duties of a ticket agent and how he would use math in his job.
(2) Discuss the use of math in the jobs of industrial traffic manager, aerospace worker, and astronomer.

GUIDANCE ACTIVITIES

The following are typical guidance activities which may be used by teachers and counselors to facilitate self-awareness and career awareness in students.

(1) Ask students to describe the differing needs of people of all ages (the physical and emotional fulfillment people seek at different stages in their lives). Relate job situations to stages in people's lives.

(2) Have students read one or more biographies of famous men and women who have contributed to a career area in which the students are interested.

(3) Create crossword puzzles that demonstrate interrelationships between subject matter areas and careers, or that center around specific career clusters.

(4) Have school counselor discuss self-inventory or interest -inventory devices and demonstrate their applications.

(5) Discuss: In what ways might childhood hero worship positively or negatively influence a person's later career choice?

(6) Discuss: Why do men take high-risk jobs? (electrician, miner, diver, astronauts, nuclear physicists, X-ray technicians, etc.)

(7) Discuss status divisions between workers and management, as well as levels of responsibility and authority up and down the ranks. Guide discussion to personality traits, native abilities, education and training needed for progressing up career ladder.

(8) Using the yellow pages, the want ads and interviews with local employment agencies, students will research the opportunities for employment available in the community and its environs.

(9) Have your class try to imagine a society in which no one works. Discuss the impact this might have on individuals and on society.

(10) Create role play situations between parents and children in which the parent is urging the child to go into a certain career because of economics or prestige or family tradition and the student resists because of strong interest in another direction or because of a different view of prestige.

(11) Have students pair off with other students. Write down what other is like, (interests, talents, skills, personality traits, etc.); then predict a career that person might like to follow as an adult.

(12) Have students devise a method of self-evaluation, encouraging them

to be inventive and creative.

(13) Ask each person to bring to class an object (toy, model, piece of equipment, etc.) that represents some aspect of a career he might like to follow as an adult. Explain to class.

(14) Do research on a career cluster or occupation that you would like to know more about. Investigate the kind of preparation, working hours, working conditions, opportunities for advancement, etc.

(15) Explore significant contrasts between careers and the reasons different individuals may have for choosing certain careers.

(16) Arrange for a senior citizen to come and reminisce about career successes and failures he has seen, about occupations that are obsolete and how the work is accomplished now.

(17) Discuss life styles, past and present, and some of the changes in career preparation that have been brought about by industrialization and specialization.

(18) Have students explore "past" occupations such as tinker, copper, whaler, candlestick maker, blacksmith, tailor, glover, fishmonger, bootery, etc.

Activities and Units from the Career Education Resource Guide

(1) Do "Why work?" activity, page 168, last paragraph.

(2) Do "Folder Project", page 140 from "Who Needs It" unit.

(3) Play "What's My Line" game, page 123.

Units which may be used in part or in their entirety:

"The Me Nobody Knows", page 111 (to help the student make significant observations about his personality and life-style and to relate these observations to possible choices of career and leisure-time activities)

"At Your Leisure", page 129 (emphasizes the increasing importance of leisure-time activities and expanding opportunities for related careers)

"Your Hit Parade", page 133 (helps students understand the complexity of a major industry and to identify the occupations involved in producing a hit record) Good for music

"Who Needs It?", page 140 (helps students see the variety of ways in which school subjects can be applied in the working world)

"You Can Get There from Here", page 144 (familiarizes the student with careers available in the air transportation industry)

"Sports Unlimited", page 150 (explores a wide range of careers related to athletics)

"Exploding Stereotypes", page 153 (helps students evaluate an occupation in terms of its actual contribution to society rather than its prestige stereotype)

"Color and Careers", page 156 (explores various occupations that require knowledge of and skill in the use of color) Good for art or home arts

"The Other Side of Glamour", page 158 (investigates occupations that are frequently glamourized in our society)

"Trade Show", page 161 (to demonstrate the diversity of employment in an industry and the need for cooperation among all personnel)

"Abilities and Ambitions", page 163 (to enable the student to discuss a range of considerations that enter into career choice)

* Units on sociology and psychology in the new social studies program will promote exploration of student self-concept and self-awareness.

* The guidance counselor will be responsible for specific guidance activities during the year, including administering interest inventories and self-appraisal check lists, small group and individual counseling, etc.

OPELIKA HIGH SCHOOL SUMMER ACTIVITY

APPENDIX 4

JOB CLUSTER: Agri-Business and Natural Resources

Sample Jobs	Suggested Activities	Primary Target Age, Grade and Course	Purpose and Awareness	Material	Facilitator
Animal Breeder (Culturist) Area Foreman Bale Stacker Hay Bean Field Worker Beekeeper Blacksmith, farm Bronc Buster Caretaker, farm Cat Breeder Cattle Rancher Citrus Picker Coffee Picker Cook, Ranch Corn Grower Cotton Baler Cotton Picker Cowpuncher Cultivator Operator Dairy Farmer Ditcher Dog Breeder Farm Couple Farm Equip, Mech Farm Equip. Oper. Farmer, General Farmer, Tenant Farm Hand Fence Rider Field Supervisor Flower Grower Fruit Harvester Operator Fur Farmer Ginner Harvest Hand Hay Farmer Horse Breeder Irrigation Engineer Landscape Gardener Manager, Farm Migrant Worker Mowing-Machine Operator	Discussion--Importance and Impact of Agricultural occupations in American History.	Am. History	Ed'nal	Filmstrip Agriculture in Am. Parks Present	Teacher and Students
	Discussion--Importance of Science, Math, Economics, Horticulting in the Agri-Business Area.	Science Math Social Studies Horticulture Economics	Ed'nal Career	"	Students
	Speaker from A. U. Agriculture Dept. to talk with students about career areas in Agriculture.	Science Math English Social Studies Horticulture	Career	Speaker	
	Field Trip--to A. U. Greenhouse	Horticulture	Ed'nal Career	Van	Teacher

Sample Jobs	JOB CLUSTER: Agri-Business and Natural Resources				
	Suggested Activities	Primary Target Age, Grade and Course	Purpose and Awareness	Material	Facilitator
Orchardist (Fruit Farmer) Packing House Foreman Peach Grower Peanut Farmer Pest Control Pilot Planter Poultryman Rancher Sharecropper Sheep Hearder Superintendent, Production Tobacco Grower Tractor Operator Tree Surgeon Greenskeeper Park Caretaker Fisherman Fire Warder Forest-Fire Fighter Gamekeeper Veterinarian Marketing Analysist Agri-Business Teacher Lab Technician (Vet)	Film--Machines that help the farmer. Follow up. Discussion on the advancing farming techniques.	Horticulture Civics Economics	Ed'nal	Film	Teacher
	Research project--Comparison of prices of farm products 10 yrs. ago with today. Question--Why has there been such an increase in prices? Who profits most--Farmers, retailer, consumer? What expenses do the farmers have?	Economics	Ed'nal Career	LRC Materials	Students
	Research Project--"Best geographical location for certain crops--including corn, tobacco, soy beans, peanuts, cotton, citrus products, grapes, etc.	Geography	Ed'nal	LRC Materials	Students
	Students compare employment want ads (in agri-business field), role playing as personnel interviewing applicant. Relevant questions to the position to be prepared by class.	Comm. Arts Speech Drama	Career Personal	Local Paper Area Papers	Students

Sample Jobs

JOB CLUSTER: Agri-Business and Natural Resources

Suggested Activities	Primary Target Age, Grade and Course	Purpose and Awareness	Material	Facilitator
Research project--Compare different levels of education and training required in varied different agri-busines careers.	Horticulture Civics Comm. Arts	Career Ed'nal	LRC Materials	Students
After research is completed; assign a different occupation (from agri-business cluster) to each student at random, ask each to assume that he has the training to do the job. Each is to evaluate whether or not his personality is suited for the job.	Comm. Arts Psychology	Self	Role Playing	Students
Ask students to assume the role of a cattle ranch owner--write a personality sketch of the kind of person he would hire for the jobs on his ranch. (ex. Foreman, blacksmith, cattle rancher, etc.) Students then compare personality sketch and discuss difference.	Psychology Comm. Arts Grammar II	Career Self	Role Playing Paper Pencil	Student
Locate on a map the areas of the major cash crops in Alabama.	Ala. History Geography	Ed'nal	Maps	Students

Sample Jobs

JOB CLUSTER: Agri-Business and Natural Resources

Suggested Activities	Primary Target Age, Grade and Course	Purpose and Awareness	Material	Facilitator
Display cotton and raw materials and sample of finished product.	Alabama History General Science	Ed'nal	Samples	Students
Locate the large dairy farmer in Alabama.	Alabama History	Ed'nal	Map and LRC Information	Students
Resource speaker--on Dairy operations and occupations in Opelika.	DE Alabama History	Career	Speaker	Mr. Bryars MeadowGold
Discussion on the interdependence between the dairy farmer and the other farmers.	Alabama History	Ed'nal Career	Text	Teacher and Students

Sample Jobs

JOB CLUSTER: Agri-Business and Natural Resources

Suggested Activities	Primary Target Age, Grade and Course	Purpose and Awareness	Material	Facilitator
Locate the state and national forests in Ala.	Geography Alabama History	Ed'nal	Text Maps	Students
Resource Speaker--Occupation in Forestry.	Geography Alabama History Am. History	Career	Speaker	Mr. Hampton
Gather pictures of the various products we use that originate with the forest. (for bulletin board)	Alabama History Geography	Ed'nal	Magazine	Students
Make a model to show the effects of erosion. Discuss the vital importance of protecting and maintaining our forests.	General Science ISCS Art	Ed'nal	Art Materials Model	Students

Sample Jobs

JOB CLUSTER: Agri-business and Natural Resources

Suggested Activities	Primary Target Age, Grade and Course	Purpose and Awareness	Material	Facilitator
Students plan course for a future Agri-business class. List in-school and outside extracurricular activities that would contribute to training in this field.	Composition Classes Creative Writing	Career Ed'nal	LRC Resources	Students
Discussion--How all people depend on agriculture The Number of people employed in production and off-farm agriculture and the way this effects the nation.	U. S. History Civics Economics	Ed'nal	Lecture	Teacher
Write letters to Chamber of Commerce from several different states across the nation asking for information concerning occupations in Agriculture in their states. Follow up discussion on which occupations are similar to those in Alabama.	Comp. I & II Alabama History Typing	Ed'nal	Stationery	Students

Sample Jobs

JOB CLUSTER: Agri-Business and Natural Resources

Suggested Activities	Primary Target Age, Grade and Course	Purpose and Awareness	Material	Facilitator
Research--List natural resources of Alabama. Make a display on these resources.	Ala. History	Ed'nal	LRC Materials and Textbook	Students
Early mining in Alabama--Discuss need and development of early mining operations and the need for the use of these resources.	Ala. History	"	Text	Teacher Students
Kinds of Mining in Ala. Locate on the maps the area of deposit of ore, coal. List uses of each of these resources as finished products Make charts showing natural minerals and finished products.	General Science Alabama History	"	Maps Text	Students
Discuss the resources making steel production possible.	General Science ISCS Science	Ed'nal Career	Resource Speaker Text	Students

Sample Jobs

JOB CLUSTER: Agri-Business and Natural Resources

Suggested Activities	Primary Target Age, Grade and Course	Purpose and Awareness	Material	Facilitator
Make drawings of the various operations of the various operations of steel making. Make charts tracing raw materials to finished products.	General Science ISCS Science Art	Ed'nal Career	Art Materials	Students

CLYDE M. ZEANAH
Superintendent
JOHN W. JACKSON
Asst. Superintendent
BILLY R. MILLS, Coordinator
Special Services
RICHARD CHAPMAN
Supervisor of Instruction
H. BRUCE WRIGHT, Coordinator
Career Education
CORDELIA L. WALKER
Bookkeeper-Treasurer

OPELIKA CITY SCHOOLS

P. O. Box 2469 -:- Phone 745-6344
OPELIKA, ALABAMA 36801

BOARD OF EDUCATION
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TOM BOTSFORD
WINSTON SMITH T, JR.

May 8, 1974

APPENDIX 5

CAREER EDUCATION WORKSHOP PROGRESS CHECKLIST

MEMO TO: All Spring Workshop Participants

SUBJECT: Progress Checklist for After Hours Work

In order to report the progress in the career education program in the area of curriculum development, it is necessary that we get an assessment of progress toward the completion of tasks identified in the work sessions. This information will also be used to help those teachers who participate in the summer workshop to maintain a progress chart for their work.

Please fill in the attached sheet which shows the six basic tasks that are ultimately to be completed for each course. Check the progress which you have made toward the completion of these tasks and return the form to your principal by May 24.

All forms will be returned to the school in the order that teachers may utilize these in checking their progress toward the final completion of these tasks.

CAREER EDUCATION WORKSHOP
PROGRESS CHECKLIST

Teacher_____ Course_____ Total No. of Units or Chapters_____

Tasks Completed	Chapter or Unit
1 Objectives Identified	
2 Evaluation Items Written	
3 Objectives Checklist Completed	
4 Activities Identified	
5 Materials & Resources Identified	
6 Guidance Objectives Identified	

APPENDIX 6

GUIDELINES FOR CAREER EDUCATION WORKSHOPS

ACTIVITIES FOR CURRICULUM WORKSHOPS, AUGUST, 1973

The following outline has been prepared as a guide for the curriculum workshop. The paper entitled "Planning Instructional Activities" should be read before beginning your work. Activities and/or preparations indicated below are now being utilized in one form or another. What is suggested here is that they be formally organized in writing, if that has not already been done, to increase their efficiency. Written plans can also be easily examined when one is searching for ways to improve instructional programs.

1. Identify or develop the course syllabus. Ideally this should be developed around specific performance objectives. The simplest way to express a performance or behavioral objective is to write it in the form of a test item. In fact by writing the objective in the form of a test item the problem of translation (from objective to test item) is eliminated, while the three parts of the performance objective (the activity to be performed, the conditions under which they will be performed, and the criteria against which performance will be measured) are all included. If, in the time limitation in which you are working, this presents a problem use one of the suggestions made in the paper entitled "Planning Instructional Activities." If you do write test items as objectives, or desire an outline against which to check your objectives, the section on objectives in the "Learning Plan Outline" will be useful.

2. Build into your syllabus at least three (3) career objectives, topics or emphases for each quarter. Use suggestions provided you from the career education workshop or devise activities of your own to meet the career education activities.

3. Prepare correlation guides following the general description provided in "Planning for Instructional Activities." Be sure to key in the California Achievement Test items that are appropriate to your course.

4. Time permitting, one or more of these activities might be accomplished or begun:

   a. Prepare test items to be used either as objectives and test items, or as test items for objectives stated in another form. For common learning courses, prepare test items on four (4) levels of difficulty. For mastery courses, prepare the number of levels appropriate to the course. The section on objectives in the "Learning Plan Outline" will be helpful here.

   b. Prepare student assignments on the number of levels appropriate. The "Learning Plan Outline" and "Learning Plan Checklist" will be useful in developing the activities.

GUIDELINES FOR CAREER EDUCATION WORKSHOPS

The ultimate objective of the Opelika career education project is to provide for each student experiences through which he 1) comes to appreciate the dignity and worth of work, 2) comes to understand himself, his ability, aptitudes and interests, 3) comes to understand his relationship to his family, friends, school mates, co-workers and members of society in general, and acquires the skills required for positive relationships, 4) becomes aware of numerous career options open to him within his abilities, interests and life goals, 5) develops the skills of reflective thinking and problem solving through which, among other uses, he then makes decisions, or tentative decisions, about his life goals and plans and pursues educational experiences relevant to those goals so that when he leaves high school, he is placed in an occupation of his choice, a technical or trade school, or a two-year or four-year college.

It is obvious from the fore-going that for all practical purposes *career education* is what the public schools are about. The purpose of the career education workshop is to rework the curriculum to assure that these objectives are accomplished. Two products will be produced by the workshop. One will be a revised curriculum. The other will be a list of career education objectives and activities with an indication as to where those objectives are to be accomplished.

All curriculum planning is to be accomplished within the long range plan of the total school program, which at this time is the development and implementation of a self-renewing instructional process.

In keeping with the objectives of the self-renewing process, the curriculum development activity receiving top priority is the development of evaluation items. Evaluation items will serve as objectives of the courses, or the objectives represented by the evaluation items will be identified and stated at the same time that the evaluation items are prepared. The first task is to identify objectives of each course and prepare evaluation items for them. Once this has been accomplished, all teachers who teach the course will use the objectives and evaluation items until they are revised within the self-renewing process.

The second curriculum development activity, which cannot be accomplished until after the first activity is completed, is the planning of activities to accomplish the objectives. It is necessary to plan the activities to be used so that budgets can be planned, equipment and materials required can be secured, and teachers can be trained to conduct the activities. Optional activities may be required to accomodate differences in student abilities, interests, and motivation. Activities may be changed, added or dropped from year to year as more efficient and effective ways to accomplish the objectives are proposed and tested. However, changes made in the activities during the school year after budgets have been set and materials and equipment have been secured will have to remain within the budgetary limitations.

The third curriculum development activity is to produce or secure and store equipment and materials required by curriculum activities. Storage of materials should be planned so that they are readily accessible to those who will need them, and so that up-to-date inventories are kept, thus assuring constant availability of needed materials and equipment.

The *Learning Plan Outline* is to be followed in all curriculum development activities. In the preparation of evaluation items and objectives, use the checklist provided to assist in identifying all objectives appropriate to the study. The checklists are to be attached to the objective/evaluation items for each chapter or unit. A summary sheet reflecting all course objectives is to be prepared from the chapter or unit checklists.

APPENDIX 7

FOCUS ON SELF-DEVELOPMENT KEY

Social Studies, Grade 1

Physical Attributes of Self

The Intellectual Self

The Emotional Self

The Social Self

The Problem-Solving Process

Sharing

Social Studies, Grade 2

Groups and Interaction of Group Members

Interaction of Family Members

Qualities of Older Children

The Unique Qualities of Another Person

Unique Personal Qualities

The Needs and Interests of Other People in Relation to Those of Self

The Possible Consequences of Decisions

The Effects of One's Own Decisions on Other People

Identification of Problems

Factors That Influence Behavior and Attitudes of Other People

Factors That Influence One's Own Behavior and Attitudes

Elements in the Environment That Affect Behavior and Problem Solving

The Problem-Solving Process

Factors That Influence Behavior and Attitudes of Other People

Factors That Influence One's Own Behavior and Attitudes

Causes of Behavior

Science, Grade 1

Awareness of the Environment through Hearing

Awareness of the Environment through Seeing

Awareness of the Environment through Smelling and Tasting

Awareness of the Environment through Touch

The Importance of Cooperation

APPENDIX 8 Request Forms

COMMUNITY RESOURCE PERSONNEL
REQUEST FORM

Date:_____

Teacher Use Only

Career Area and/or Name of Community Resource Person Needed:

_____

Teacher's Name:_____ **Grade:**_____

School:_____ **Class Size:**_____

Subject Area:_____

Topic:_____

Date of Visitation:_____ **Time:**_____

Alternate Date:_____

Material to be Discussed:_____

_____

Location in Unit of Study:

Introduction_____ **Middle**_____ **Conclusion**_____

Office Use Only

Person Available: _____**Yes** _____**No**

Date and Time:_____

Additional Comments:_____

_____

_____

If any additional materials need to be set up, please specify: ____

_____

_____

COMMUNITY RESOURCE PERSONNEL
EVALUATION FORM

Name of Person Used _____

Date: _____ Grade: _____

School: _____

Teacher: _____

Topic Discussed: _____

* Check appropriate box to evaluate community resource person.

	Below Average	Average	Good	Excellent
Presentation				
Materials				
Promptness				
Communication				

Comments if desired:

(Submit in triplicate)

Field Trip
Request Form

Date_____

School_____ Teacher_____

Subject Area_____ Unit of Study_____

Purpose of Trip_____

_____

Destination_____ Date of Trip_____

Time to Leave School_____ Time to Return to School_____

Size of Group_____ Approximate Mileage (Round Trip)_____

Approved_____ Not Approved_____ _____
Principal

Reason, if not approved_____

_____

Approved_____ Not Approved_____ _____
Superintendent (or Representative)

Reason, if not approved_____

_____

To be filled out by Transportation Supervisor

Bus Number Assigned_____

Driver Assigned_____

_____
Transportation Supervisor

Wednesday
Sept. 10, 1975

FIELD TRIP PROCEDURES

1. Field trips must be approved by the principal and the superintendent (or someone designated by him).

2. Requests for field trips must be submitted in triplicate to the principal.

   a. The principal will forward approved requests to the central office for approval at least fourteen (14) days prior to the field trip.

   b. The central office representative will forward two copies to the transportation supervisor for assignment of bus and driver.

   c. The transportation supervisor will return one copy of the completed form to the school mail box.

3. Three copies of the Trip Ticket and Payment Form will be returned with the approved request form.

   a. The teacher will be responsible for filling out the necessary information on this form and returning it to the coordinator of Career Education.

4. Each student will have a signed permission slip from parents or guardian prior to going on the field trip.

5. All field trips using local system buses may not begin prior to the bus completing its morning runs and they must be completed in time for the bus to make its afternoon runs.

6. Any field trip using commercial transportation must be approved <u>in writing</u> by the superintendent (or someone designated by him). This approval must be secured prior to initiating discussions of the trip with students.

7. Field trips should not unduly interrupt the school day for the rest of the students.

Field Trip
Trip Ticket and Payment Form

Bus Number_____ **Driver**_____

School_____ **Teacher**_____

Purpose of Trip_____

_____

Destination_____ **Date of Trip**_____

Time Left School_____ **Time Returned to School**_____ **Total Hrs.**_____

Odometer Reading at the end of the trip _____

Odometer Reading at the beginning of the trip _____

Total number of miles traveled _____

Amount to be reimbursed _____ **miles @ 12¢ =** _____

Amount paid out by cash ticket on the trip (attach tickets)_____

This is to certify that the above is a true and correct report of this trip.

_____ _____
Driver Teacher

For Office Use Only

To be paid to_____

_____ **Hours @** _____ **=** _____

Fund to be paid from_____

Signed_____ **Date**_____

ATTACHMENT A

EVALUATION DESIGN

FOR THE

OPELIKA SCHOOL-COMMUNITY CAREER EDUCATION PROJECT

1975-76

Evaluators: M. Ray Loree

and

James E. McLean

ATTACHMENT A CONTINUED

EVALUATION DESIGN

OPELIKA SCHOOL-COMMUNITY CAREER EDUCATION PROJECT

1975-76

The evaluation of the Opelika School-Community Career Education project will be focused on product objectives and the processes through which they were attained. A narrative describing the community system context and input also will be provided.

The process evaluation will use a goal-free approach. That is, the processes and practices used in the Opelika City Schools will be described. This description will include the usual and exemplary practices of the school system. The data for the process evaluation will be collected from project management logs, on-site visitation and observation, and personal interviews with students, teachers, counselors, and administrators of the Opelika City School System.

The product evaluation will be an objective based on evaluation. The objectives have been selected from the Handbook for the Evaluation of Career Education Programs, (Draft), produced by the USOE, August 15, 1974. Instrumentation and other aspects of the evaluation also have been based upon the guidelines provided by USOE.

ATTACHMENT A CONTINUED

PRODUCT EVALUATION

OBJECTIVE I: Students will demonstrate increased self-awareness

1. Student Outcome Area I: Self awareness

2. Related Evaluation Questions

   a) Outcome IC. Do students in Opelika City Schools display positive attitudes toward themselves?

   b) Treatment: To what extent do the classrooms in Opelika City Schools implement the following career education treatments:

      1. curriculum infusion
      2. career education field trips
      3. visitors in the classrooms to talk about their jobs
      4. use of special career materials
      5. group sessions with the counselor

   c) Relational: Do students in Opelika City Schools display a more positive attitude toward themselves than the standardization sample?

3. Design

   Outcome: See "Relational" below

   Treatment: See "Relational" below

   Relational: A comparison will be made between means in each grade and the means of the standardization sample.

4. Data Sources

   Outcome: Students in grades 3, 6, 8, 9.

   Treatment: Classroom teachers in grades 3, 6, 8, 9.

   Relational: Not applicable.

5. Instrumentation

   Outcome: Grade 3, How I See Myself, Elementary Form
   Grades 6, 8, 9, Coopersmith Self Esteem Inventory

Treatment: Samples of students in grades 3, 6, 8 and 9.

Relational: Not applicable

6. Sampling

Outcome: Students in grades 3, 6, 8, 9 in the Opelika City School System.

Treatment: All classrooms in grades 3, 6, 8 and 9 in the Opelika City School System.

Relational: Not applicable

7. Data Analysis

Outcome: Compute grade means and standard deviations.

Treatment: Opelika City Schools receiving treatment and standardization sample not receiving treatment.

Relational: Perform a t-test comparing Opelika City School means with standardization sample means.

OBJECTIVE II: Students will demonstrate increased competency in basic academic/vocational skills

1. Student Outcome Area: II. Basic Academic/Vocational Skills

2. Related evaluation Questions

a) Outcome IIA. Do students display differing numerical skills from year to year?

Outcome IIB. Do students display differing communication skills from year to year?

b) Treatment: Do students receive different levels of career education treatments from year to year?

c) Relational: Do students who receive the career education treatment achieve at higher level than do students who do not receive the career education treatment in (1) numerical skills and (2) communication skills?

3. Design

Outcome: See "Relational" below.

Treatment: See "Relational" below.

Relational: A comparison of means of achievement scores of (a) students prior to career education treatment implementation (e.g. 1973) and (b) students who have received career education treatments (e.g. 1976) by grade.

4. Data Sources

Outcome: Students in grades 3, 6, and 9 in Spring, 1973 and Spring 1976.

Treatment: Opelika City School supervisory staff description of career education program in operation.

Relational: Not applicable.

5. Instrumentation

Outcome: Appropriate level of California Achievement Test.

Treatment: Personal observation, inspection of records, and interview.

Relational: Not applicable.

6. Sampling

Outcome: Opelika City students in grades 3, 6, and 9 in the Opelika City School System.

Treatment: Not applicable

Relational: Not applicable.

7. Data Analysis: Compute means and standard deviation for Spring 1973, and Spring, 1976 by grade.

OBJECTIVE III: Students will demonstrate increased awareness of work values and possess a desire to engage in paid and/or unpaid work

1. Student Outcome Area: III. Awareness of work values and desire to engage in paid and unpaid work.

2. Related Evaluation Questions:

a) Outcome IIIb: Do students manifest relatively positive attitudes toward work?

b) Treatment: To what degree is the planned career education program implemented within the treatment (Opelika Students) groups?

c) Relational: Does the treatment group manifest more positive attitudes toward work than does the standardization population of the Career Maturity Inventory?

3. Design

Outcome: See "Relational" below

Treatment: See "Relational" below

Relational: Comparison of treatment group means with standardization population means by grade level.

4. Data Source

Outcome: Students in grades 8, 9, and 12.

Treatment: Opelika City School supervisory staff description of career education program in operation.

Relational: Not applicable

5. Instrumentation

Outcome: Appropriate level of Career Maturity Inventory.

Treatment: Personal interview.

Relational: Not applicable.

6. Sampling

Outcome: Opelika City students in grades 8, 9, and 12.

Treatment: Not applicable

Relational: Not applicable

7. Data Analysis

Outcome: Compute means and standard deviations for Spring 1976 on CMI, Attitude Scale, by grade.

Treatment: Not applicable

Relational: Perform t-tests comparing means of treatment group with standardization population means by grade level.

OBJECTIVE IV. Students will demonstrate increased awareness of and knowledge about work

1. Student Outcome Area: IV. Awareness of and knowledge about work.

2. Related Evaluation Questions

   a) Outcome IV: Students will demonstrate a knowledge of:

      1. the major duties and required abilities of work.

      2. differences in work conditions and life styles associated with different types of work.

      3. entry requirements for major types of work.

      4. the impact of social and technological change on work.

      5. the important factors that affect work success and satisfaction.

   b) Treatment: To what extent is the planned career education program implemented within the treatment groups?

   c) Relational: Does the treatment group manifest more knowledge about work than does the standardization population of the Career Maturity Inventory and/or the Career Education Questionnaire?

3. Design

   a) Outcome: See "Relational" below.

   b) Treatment: See "Relational" below.

   c) Relational: A comparison of treatment group means with standardization population means by grade level.

4. Data Source

   a) Outcome: Students in grades 3, 6, 8, 9 and 12.

   b) Treatment: Opelika City School supervisory staff description of career education program in operation.

   c) Relational: Not applicable.

5. Instrumentation

   a) Outcome: Appropriate levels of Career Maturity Inventory, Part 2, Knowing About Jobs, and Career Education Questionnaire, (See Attachment A).

b) Treatment: Personal observation, inspection of records and interviews.

c) Relational: Not applicable.

6. Sampling

a) Outcome: Opelika City students in grades 3, 6, 8, 9 and 12.

b) Treatment: Not applicable

c) Relational: Not applicable

7. Data Analysis

a) Outcome: Compute means and standard deviations for Spring, 1976 on Career Maturity Inventory and Career Education Questionnaire where applicable by grade.

b) Treatment: Not applicable

c) Relational: Perform t-tests comparing means of treatment group with standardization sample means by grade level.

OBJECTIVE V: Students will demonstrate increased competency in career education decision-making skills

1. Student Outcome Area: V.Competency in Career decision-making skills.

2. Related Evaluation Questions

a) Outcome: Do students demonstrate by performance on the CMI and/or CEQ increased competency in career decision-making skills. Will students:

1. be able to associate their own abilities and limitations with possible success in present or future work?

2. be able to relate their personal interest and values to types of work and their associated life-styles?

3. know the steps to be taken and the facts to be considered in career planning?

b) Treatment: To what extent is the planned career education program implemented within the treatment groups?

c) Relational: Does the treatment group manifest more competency in career decision-making skills than does the standardization sample of the CMI and/or CEQ?

3. Design

   a) Outcome: See "Relational" below.

   b) Treatment: See "Relational" below

   c) Relational: Comparison of treatment group means with standardization sample means by grade level.

4. Data Source

   a) Outcome: Students in grades 8, 9 and 12.

   b) Treatments: Opelika City Schools supervision staff description of career education program in operation.

   c) Relational: Not applicable.

5. Instrumentation

   a) Outcome: Appropriate levels of CMI Parts 3, 4 and 5 and/or CEQ. (See Attachment A).

   b) Treatment: Personal observation, inspection of records, and interviews.

   c) Relational: Not applicable.

6. Sampling

   a) Outcome: Opelika City students in grades 8, 9 and 12.

   b) Treatment: Not applicable.

   c) Relational: Not applicable

7. Data Analysis

   a) Outcome: Compute means and standard deviations for Spring, 1976 on CMI and CEQ where applicable by grade.

   b) Treatment: Not applicable.

   c) Relational: Perform t-tests comparing treatment group means with standardization population mean by grade level.

ATTACHMENT A CONTINUED

OBJECTIVE VI: Students will demonstrate good work habits

1. Student Activity Area: VI. Good work habits.

2. Related Evaluation Question:

   a) Outcome VIF: Do students demonstrate a desire for continuous learning?

   b) Treatment: To what extent is career education program implemented within the treatment groups?

   c) Relational: Do work habits improve on successive years of the project? This year's data will constitute the baseline for succeeding years.

3. Design

   a) Outcome: See "Relational" below.

   b) Treatment: See "Relational" below.

   c) Relational: The mean on the "Work Habits Inventory" in future years will be compared with the baseline mean.

4. Data Sources

   a) Outcome: Students in grade 3

   b) Treatments: Description of career education program in operation, by teachers, students, and supervisory staff.

   c) Relational: Not applicable.

5. Instrumentation:

   a) Outcome: Evaluator developed "Work Habits Inventory".

   b) Treatment: Personal observation, inspection of records, and interviews.

   c) Relational: Not applicable.

6. Sampling:

   a) Outcome: Opelika City students in grade 3.

   b) Treatment: Not applicable.

   c) Relational: Not applicable.

7. Data Analysis

   a) Outcome: Compute means and standard deviations for Spring, 1976 on "Work Habits Inventory".

   b) Treatment: Not applicable

   c) Relational: Perform t-tests comparing treatment group mean with baseline data mean. This year's mean and standard deviation will be reporte as baseline data for future reference.

OBJECTIVE VII: Students will demonstrate work-seeking and work-getting skills

1. Student Outcome Area: VII. Work-seeking and work-getting skills.

2. Related Evaluation Questions:

   a) Outcome: Do students demonstrate work-seeking and work-getting skills by being able to identify, locate, and utilize sources that contain information about existing work possibilities?

   b) Treatment: To what extent is the planned career education program implemented within the treatment groups?

   c) Relational: Do the treatment groups manifest more ability to identify, locate, and use career information than does the standardization sample of the CEQ?

3. Design

   a) Outcome: See "Relational" below.

   b) Treatment: See "Relational" below.

   c) Relational: Comparison of treatment group means with standardization sample means by grade level.

4. Data Source

   a) Outcome: Students in grades 8 and 9.

   b) Treatments: Description of career education program in operation by teachers, students, and supervisory staff.

   c) Relational: Not applicable.

5. Instrumentation

   a) Outcome: Appropriate level of CEQ.

b) Treatment: Personal interviews.

c) Relational: Not applicable.

6. Sampling

a) Outcome: All Opelika City students in grades 8 and 9.

b) Treatment: Not applicable.

c) Relational: Not applicable.

7. Data Analysis

a) Outcome: Compute means and standard deviation for Spring 1976, of CEQ by grade.

b) Treatment: Not applicable.

c) Relational: Perform t-tests comparing treatment group means with standardization population means by grade level.

OBJECTIVE VIII: Students who are leaving the formal education systems will be successful in being placed in a paid occupation, in further education, or in unpaid work that is consistent with their current career education.

This objective does not lend itself to the Evaluation Design format used for Objective I-VII.

The placement officer in the Opelika High School will record students placed in a paid vocation, in further education, or unpaid work. The rate of unplaced former students will not exceed the state average for their age bracket.

OBJECTIVE IX: Students will be aware of means available for continued education once they have left the formal educational system

A. Students will be able to identify sources of additional education in major types of work.

B. Students will be able to identify means to support additional education for themselves in major types of work.

This objective does not lend itself to the Evaluation Design Format used for objectives I-VII.

A criterion referenced test has been locally developed to assess the

following restatement of the objective:

At least 75 percent of the high school seniors will be able to:

a) Name three institutions of higher learning that are within 200 miles of Opelika.

b) Name one technical or business training school.

c) Name two sources of financial support for additional career education.

The criterion referenced test will be administrated in May 1976. The test will be administered by persons designated by the coordinator of career education in Opelika to ascertain the number of grade 12 students who meet the aforementioned criteria.

ATTACHMENT A CONTINUED

EVALUATION RESPONSIBILITIES

1. The development of an evaluation design based upon HEW Career Education evaluation specifications is to be completed by January 15, 1976.

   M.R. Loree and J.E. McLean are jointly responsible for production of the Evaluation design and forwarding it to Dr. Bruce Wright, Career Education Project Coordinator, Opelika City Schools.

2. The selection of tests was made in conference between Drs. Wright, Loree and McLean. It was agreed that Opelika City Schools would assume responsibility for ordering the tests and administering them according to procedures worked out by Drs. Wright, Loree and McLean. Tests for all objectives will be administered in April, 1976. Dr. McLean will assume major responsibility for scoring the machine-scored tests and for hand-scored tests.

3. Dr. McLean will assume responsibilities for data analysis in accordance with procedures outlined in the evaluation design. This data analysis will be completed four weeks after receipt of tests.

4. Objectives calling for interviews will involve on-site visits. Dr. Loree will assume major responsibility for obtaining this information. Dr. McLean will assist in gathering data. A minimum of three on-site visits will be made between January 1, 1975 and June 30, 1976.

5. The evaluation section for the July, 1976 Interim report will be completed by July 1, 1976 or within 30 days of receipt of all completed test papers. Report will be forwarded to Dr. Bruce Wright by July 15, 1975. Drs. M.R. Loree and J.E. McLean will be responsible for writing the evaluation section of the report.

ATTACHMENT A CONTINUED

ATTACHMENT A TO EVALUATION DESIGN

INSTRUMENTS USED TO ASSESS SPECIFIC OBJECTIVES

OPELIKA CAREER EDUCATION*

Objective	3	6	8	9	12
1c	HISM	SEI	SEI	SEI	
2	CAT	CAT		CAT	
3b			CMI	CMI	CMI
4a	CEQ	CEQ	CMI-CEQ	CMI-CEQ	CMI
b	CEQ	CEQ	CEQ	CEQ	CMI
c		CEQ	CMI-CEQ	CMI-CEQ	CMI
d			CEQ	CEQ	
e			CMI	CMI	CMI
5a			CMI	CMI	CMI
b			CMI	CMI	CMI
e			CMI-CEQ	CMI-CEQ	CMI
6f	Locally Developed				
7a			CEQ	CEQ	
8					Records
9					Locally Developed CRT

CEI Coopersmith Self Esteem Inventory
CEQ Career Education Questionnaire
CMI Career Maturity Inventory
CAT California Achievement Test, 1970
HISM How I See Myself

* Specific form and subtests of these instruments to be used can be found under the appropriate objective in the body of the Evaluation Design.

ATTACHMENT A CONTINUED

ATTACHMENT B TO EVALUATION DESIGN

INSTRUMENTS TO BE ADMINISTERED

GRADE	TEST	LEVEL
3	How I See Myself	K-3
	Career Education Questionnaire	K-3
	Locally Developed Work Habits Inventory	3
6	Coopersmith Self-Esteem Inventory	
	Career Education Questionnaire	4-6
8 & 9	Coopersmith Self-Esteem Inventory	
	Career Education Questionnaire	7-9
	Career Maturity Inventory	7-12
12	Career Maturity Inventory	7-12
	Locally Developed CRT	

ATTACHMENT A CONTINUED

ATTACHMENT C TO EVALUATION DESIGN

TIME LINE

September 1975 through July 10, 1976
Dates for Key Events and Completion Dates for Major Activities and Tasks

Object/Task/Activity	Sept. Jan.	Feb.	Mar.	Apr.	May	June	July	Responsible Agent (a)
1 Selection of Project Objectives	*							Proj. Coordinator
2 Formulating Evaluation Questions	*							Evaluators and Proj. Coordinator
3 Planning Design	* (b)							Evaluators and Proj. Coordinator
4 Producing Design	Done							Evaluators
5 Forwarding Eval. Design to Opelika	1-5-76							Evaluators
6 Ordering tests needed		*						Proj. Coordinator
7 Planning test administration	*		*	*				Evaluators and Proj. Coordinator
8 Test administration					*			Proj. Coordinator and staff
9 Hand scoring tests						*		Evaluators
10 Machine scoring tests						*		Evaluators
11 Data analysis						*		Evaluators
12 On-site visits	*		*			*		Evaluators
13 Submitting Quarterly Report		(30)				*		Evaluators
14 Submitting Preliminary Draft Final Report						(30)		Evaluators
15 Submitting Revised Final Report						(15)		Evaluators

a* See page 11 of this report for further information on the division of responsibilities.

b The task of planning the design included identifying data sources and planning the evaluation instruments, the sampling procedures and the data analysis procedures to be used. Design problems were explored by Bruce Wright, Ray Loree, and James McLean in one conference in Tuscaloosa on September 23, 1975. Decisions were finalized in a conference in Opelika on November 19, 1975.

ATTACHMENT B

C. E. QUESTIONNAIRE

Name_____

1. Name three (3) institutions of higher learning within 200 miles of Opelika.

   _____

   _____

   _____

2. Name one (1) technical or business school.

   _____

3. Name two (2) sources of financial support for additional career, vocational, or higher education.

   _____

   _____

APPENDIX 9

INSTRUCTIONAL MATERIALS

Elementary

CONCEPTS AND VALUES, Social Studies Syllabus and Correlation Guide

SCIENCE CURRICULUM IMPROVEMENT STUDY, Syllabus and Correlation Guide

Elementary Physical Education Syllabus

Junior High Syllabi

Phased-Elective Language Arts

Social Studies

Science

Physical Education

Mathematics for the Educable Mentally Retarded

Band

Senior High Syllabi

Phased-Elective Language Arts

Career Mathematics

Metric Mathematics

Personal Psychology (Who Am I?)

Bachelor Apartment Living

Child Care

Commercial Sewing

Physiology

Horticulture

Sociology

Mathematics for the Educable Mentally Retarded

Modern Family Living

General

Career Activities for the Junior High and Senior High Schools